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ABSTRACT

Produced in response to a school board's directive to develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis, this instructional guide is intended for teachers of a course in language arts basic skills for middle school and junior high school students. The guide contains preparatory sheets, activity sheets, evaluation sheets, and answer keys for several writing skill areas. Skills covered include (1) writing the plural form of nouns, (2) writing declarative sentences with compound subjects or verbs, (3) making subjects and verbs agree, (4) generating headings for groups of words or objects, (5) developing a story using an appropriate organizational pattern, (6) composing a paragraph, (7) supplying necessary information, (8) writing personal and business letters, (9) completing a check form, (10) spelling, (11) using punctuation marks, (12) capitalization, and (13) proofreading. (FL)

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LANGUAGE ARTS
BASIC SKILLS

MIDDLE/JUNIOR HIGH

Instructional Mini-Packet, Writing Standards

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WRITING STANDARD--A: The student will compose grammatically correct sentences.

A-1: Write the plural forms of nouns correctly.

WRITING STANDARD A-1 – PREPARATORY SHEET 1

WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

TEACHER DIRECTED

PLURAL NOUNS

PLURAL FORMS OF NOUNS

EXPLANATION: A word in our English language that names a person, place, thing or idea is called a **NOUN**. A **NOUN** is something (a word) you can feel, see, hear or taste.

If a **NOUN** names one person, one place, one thing or idea, it is a singular **NOUN**.

If a **NOUN** names **MORE** than one person, place, thing or idea, it is a **PLURAL NOUN**. Plural nouns mean more than one. Often an "s" is added to the end of a noun to make it plural.

EXAMPLES

SINGULAR	PLURAL
book	books
street	streets
boy	boys
girl	girls

PLURAL NOUNS

	SINGULAR	PLURAL
PLACE ON BOARD	friend	friends
	father	fathers
	lesson	lessons
	guitar	guitars
	dollar	dollars
	pioneer	pioneers

WRITING STANDARD A-1 – PREPARATORY SHEET 2
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

TEACHER DIRECTED

PLURAL NOUNS

EXPLANATION: **PLURAL NOUNS** name more than one person, place, thing or idea. Plural nouns are most often formed by adding s or es.

Nouns which end in o and have a vowel before the o, form their plurals by adding s. Nouns which end in o and have a consonant before the o, form by adding es.

Nouns which end in s, sh, ch, x and z, form their plurals by adding s or es. Consult your dictionary when you are unsure of the correct ending. There are exceptions to every rule.

PLACE ON BOARD

SINGULAR	PLURAL(S)	PLURAL(ES)
street	streets	
address		addresses
bush		bushes
box		boxes
radio	radios	
hero		heroes
friend	friends	
guess		guesses
lunch		lunches
school	schools	
fox		foxes
patio	patios	
dollar	dollars	
echo		echoes
church		churches

WRITING STANDARD A-1 – PREPARATORY SHEET 3
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

TEACHER DIRECTED

PLURAL NOUNS

EXPLANATION: Nouns ending in y with a consonant before the y, form their plurals by changing y to i and adding es. Nouns ending in a y with a vowel before the y, form their plurals by adding an s.

Examples:

SINGULAR	PLURAL
lady	ladies
family	families
party	parties
key	keys
journey	journeys
valley	valleys

Nouns ending in fe or f, form their plurals by changing f to v and adding s or es.

PLACE ON BOARD

SINGULAR	PLURAL
wife	wives
shelf	shelves
leaf	leaves
knife	knives
thief	thieves

Continued on next page

WRITING STANDARD A-1 – PREPARATORY SHEET 3
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

(Continued)

EXPLANATION: There are some nouns which form plurals differently (irregular) from other nouns. These nouns may change their spelling for the plural. As there are no set rules to follow for these nouns, learn their plural forms well. Consult a dictionary when in doubt.

PLACE ON BOARD

SINGULAR	PLURAL
fish	fish or fishes
child	children
man	men
sheep	sheep
tooth	teeth

WRITING STANDARD A-1 – ACTIVITY SHEET 1
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

TEACHER DIRECTED

STUDY SHEET ONLY. MAKE COPIES FOR EACH STUDENT.

1. Regular nouns form their plurals usually by adding s or es to the singular.

chair – chairs
book – books
tree – trees
house - houses

loss – losses
box – boxes
church – churches
dish – dishes

2. The plurals of nouns ending in y preceded by a consonant are formed by changing y to i and adding es.

liberty – liberties
city – cities
variety – varieties
necessity – necessities
country – countries

lady – ladies
prophecy – prophecies
monopoly – monopolies
company – companies
pony – ponies

3. The plurals of nouns ending in y preceded by a vowel are formed by adding s.

essay – essays
holiday – holidays
monkey – monkeys
donkey – donkeys
key – keys

journey – journeys
survey – surveys
attorney – attorneys
buoy – buoys
toy – toys

4. The plurals of most nouns ending in o are formed by adding s.

piano – pianos
radio – radios
solo – solos
folio – folios

proviso – provisos
canto – cantos
ratio – ratios
patio – patios

Exceptions: Add es.

potato – potatoes
tomato – tomatoes
cargo – cargoes
echo – echoes

veto – vetoes
motto – mottoes
embargo – embargoes
hero – heroes

Continued on next page

WRITING STANDARD A-1 – ACTIVITY SHEET 1
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

(Continued)

5. The plurals of most nouns ending in f are formed by adding s.

brief – briefs
proof – proofs
belief – beliefs
staff – staffs
sheriff – sheriffs
chief – chiefs

Exceptions: **Change f or fe to v and add es.**

life – lives
wife – wives
knife – knives
leaf – leaves
shelf – shelves
half – halves
thief – thieves
wharf – wharves
loaf – loaves
wolf – wolves

6. A few everyday nouns form their plurals irregularly, instead of by adding s or es.

foot – feet
tooth – teeth
mouse – mice
louse – lice
child – children
ox – oxen
man – men
woman – women
oasis – oases
goose – geese

7. A few nouns occur usually in plural form and are rarely singular.

scissors
riches
oats
thanks
proceeds
clothes
trousers
suds

8. Compound nouns form their plural by adding s.

mouthful – mouthfuls
cupful – cupfuls
spoonful – spoonfuls
teaspoon – teaspoonfuls
handful – handfuls
roomful – roomfuls
standby – standbys
potfuls – potfuls
boatload – boatloads
textbook – textbooks

9. Hyphenated nouns form their plural by adding s to the principal word (not at the end of the phrase).

mother-in-law – mothers-in-law
brother-in-law – brothers-in-law
sister-in-law – sisters-in-law
father-in-law – fathers-in-law
court-martial – courts-martial
runner-up – runners-up

Continued on next page

WRITING STANDARD A-1 – ACTIVITY SHEET 1
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

(Continued)

10. A few irregular nouns have the same spelling for singular as for the plural.

SINGULAR	PLURAL
trout	trout
sheep	sheep
species	species
deer	deer
salmon	salmon
series	series
moose	moose

NOTE: By common usage, some nouns that are plural in form are used in sentences as though they were singular. For example:

Mathematics is my favorite subject in school.

Civics was more interesting with last term's teacher.

Politics is a field occupied chiefly by lawyers.

WRITING STANDARD A-1 – ACTIVITY SHEET 2
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Some nouns form their plurals by adding s or es. Write the correct plural of each of the following nouns under the correct heading.*

	SINGULAR	PLURAL(S)	PLURAL(ES)
Example	teacher	teachers	
Example	mess		messes
1.	witch		
2.	class		
3.	river		
4.	potato		
5.	grape		
6.	match		
7.	shadow		
8.	tree		
9.	dish		
10.	buzz		
11.	toy		
12.	cake		
13.	patio		
14.	box		
15.	basketball		

WRITING STANDARD A-1 – ACTIVITY SHEET 3
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Some nouns form their plurals by changing the f to v and adding s or es. Some nouns form their plurals by changing the y to i and adding es.*

Write the correct plural of each of the following nouns under the correct heading.

SINGULAR		PLURAL (f to v)	PLURAL (y to i)
1.	wolf		
2.	country		
3.	calf		
4.	warranty		
5.	city		
6.	shelf		
7.	candy		
8.	dictionary		
9.	copy		
10.	thief		
11.	hoof*		
12.	sky		
13.	life		
14.	ally		
15.	baby		
* More than one way to form the plural noun.			

WRITING STANDARD A-1 – ACTIVITY SHEET 4
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Write the correct plural form of the following nouns. If you are not sure about the correct form or the correct spelling, consult your dictionary.*

	SINGULAR	PLURAL
1.	mouse	
2.	woman	
3.	foot	
4.	child	
5.	deer	
6.	ox	
7.	goose	
8.	sheep	
9.	salmon	
10.	snuff	

WRITING STANDARD A-1 – ACTIVITY SHEET 5
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Copy the chart below on your own paper. Fill in the plural form of each singular noun under the correct heading(s).*

SINGULAR	PLURAL(S)	PLURAL(ES)	PLURAL (ALL OTHER FORMS)
1. dictionary			
2. boss			
3. toy			
4. statesman			
5. wife			
6. president			
7. company			
8. butterfly			
9. business			
10. disco			
11. sheep			
12. stereo			
13. football			
14. match			
15. fish			
16. thief			
17. Eskimo			
18. child			
19. waitress			
20. actor			

WRITING STANDARD A-1 – ACTIVITY SHEET 6

WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Below is a list of 20 nouns which you are to make plural to fit the sentence meaning. Rewrite each sentence using the correct plural form. Use your own paper.*

1. **city** – There are 15 ______________________________ in our school district.
2. **belief** – The Baptists and Hindus have different ______________________________.
3. **soprano** – Ten ______________________________ were in the school chorus.
4. **teenager** – All of the ____________________ in the room wanted to go to the party.
5. **foot** – The room measured 50 ________________ by 16 ________________.
6. **deer** – The young ______________________________ ran all the way up the hill.
7. **valley** – The mountain ____________ are filled with grass, trees, and beautiful flowers.
8. **tomato** – The salad contained lettuce, ____________________ carrots, and onions.
9. **calf** – The mother cow had twin ______________________________.
10. **machine** – The custodian had to clean all of the ____________________ in the factory.
11. **goose** – Watch the ______________________________ fly to the South.
12. **torch** – Light the ______________________________, Jennifer.
13. **pony** – The children rode all of the ____________________ on the farm.
14. **wish** – The genie granted me three ______________________________
15. **patio** – The woman cleaned the ______________________________ with a hose.
16. **buzz** – Three long ____________________ and one short buzz signal an emergency.
17. **reflex** – The race car driver's ______________________________ are excellent.
18. **child** – ______________________________, please take your seats, now!
19. **address** – The teacher wanted both ____________________ of the student.
20. **mosquito** – The three ____________________ bit the swimmer on the leg.

ACTIVITY ANSWER KEY

WRITING STANDARD A-1

ACTIVITY 1

STUDY SHEETS ONLY — Students are to save these rules for future use.

ACTIVITY 2

	SINGULAR	PLURAL(S)	PLURAL(ES)
Example	teacher mess	teachers	 messes
1.	witch		witches
2.	class		classes
3.	river	rivers	
4.	potato		potatoes
5.	grape	grapes	
6.	match		matches
7.	shadow	shadows	
8.	tree	trees	
9.	dish		dishes
10.	buzz		buzzes
11.	toy	toys	
12.	cake	cakes	
13.	patio	patios	
14.	box		boxes
15.	basketball	basketballs	

Continued on next page

WRITING STANDARD A-1 (continued)

ACTIVITY 3

	SINGULAR	PLURAL (f to v)	PLURAL (y to i)
1.	wolf	wolves	
2.	country		countries
3.	calf	calves	
4.	waranty		warranties
5.	city		cities
6.	shelf	shelves	
7.	candy		candies
8.	dictionary		dictionaries
9.	copy		copies
10.	thief	thieves	
11.	hoof*	hooves (hoofs)	
12.	sky		skies
13.	life	lives	
14.	ally		allies
15.	baby		babies

* More than one way to form the plural noun.

Continued on next page

WRITING STANDARD A-1 (continued)

ACTIVITY 4

SINGULAR		PLURAL
1	mouse	mice
2	woman	women
3	foot	feet
4	child	children
5	deer	deer
6	ox	oxen
7	goose	geese
8	sheep	sheep
9	salmon	salmon
10	snuff	snuff

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-1 (continued)

ACTIVITY 5

	SINGULAR	PLURAL(S)	PLURAL(ES)	PLURAL (ALL OTHER FORMS)
1.	dictionary		dictionaries	
2.	boss		bosses	
3.	toy	toys		
4.	statesman			statesmen
5.	wife	wives		
6.	president	presidents		
7.	company		companies	
8.	butterfly		butterflies	
9.	business		businesses	
10.	disco		discoes	
11.	sheep			sheep
12.	stereo	stereos		
13.	football	footballs		
14.	match		matches	
15.	fish		fishes	fish
16.	thief		thieves	
17.	Eskimo	Eskimos		
18.	child			children
19.	waitress		waitresses	
20.	actor	actors		

ACTIVITY 6

1. city – cities
2. belief – beliefs
3. soprano – sopranoes
4. teenager – teenagers
5. foot – feet
6. deer – deer
7. valley – valleys
8. tomato – tomatoes
9. calf – calves
10. machine – machines
11. goose – geese
12. torch – torches
13. pony – ponies
14. wish – wishes
15. patio – patios
16. buzz – buzzes
17. reflex – reflexes
18. child – children
19. address – addresses
20. mosquito – mosquitoes

WRITING STANDARD A-1 – EVALUATION I

WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Look at the singular noun listed. Choose the correct plural form. Write the letter of the correct plural noun on your own paper.*

1. **potato**
   - a. potatess
   - b. potato
   - c. potatoes
   - d. potatos

2. **buzz**
   - a. buzzes
   - b. buzz
   - c. buzzs
   - d. buzzies

3. **wolf**
   - a. wolves
   - b. wolfs
   - c. wolf
   - d. wolfies

4. **warranty**
   - a. warranty
   - b. warrantyies
   - c. warranties
   - d. warrantys

5. **mouse**
   - a. mouses
   - b. mice
   - c. mousies
   - d. mices

6. **dictionary**
   - a. dictionaries
   - b. dictionarys
   - c. dictionaryies
   - d. dictionary

7. **child**
   - a. child
   - b. childs
   - c. childrens
   - d. children

8. **life**
   - a. lifies
   - b. lifes
   - c. life
   - d. lives

9. **fish**
   - a. fishies
   - b. fishyies
   - c. fish
   - d. fishys

10. **butterfly**
    - a. butterflies
    - b. butterflys
    - c. butterflyes
    - d. butterflyies

WRITING STANDARD A-1 – EVALUATION II
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Write the letter of the correct* **plural** *noun on your own paper. Remember the rule for nouns ending in* **s, sh, ch, o, x,** *and* **z.**

1. **bush**
   a. bush
   b. bushes
   c. bushies
   d. bushs

2. **buzz**
   a. buzzs
   b. buzzes
   c. buzzies
   d. buzz

3. **church**
   a. churches
   b. churchs
   c. churchies
   d. church

4. **hero**
   a. heros
   b. heroies
   c. heroes
   d. hero

5. **patio**
   a. patio
   b. patios
   c. patioes
   d. patioies

6. **princess**
   a. princess
   b. princessies
   c. princesses
   d. princeses

7. **echo**
   a. echos
   b. echoies
   c. echo
   d. echoes

8. **fox**
   a. fox
   b. foxies
   c. foxes
   d. foxs

9. **match**
   a. matches
   b. matchs
   c. match
   d. matchies

10. **address**
   a. addreses
   b. addresses
   c. address
   d. addressies

WRITING STANDARD A-1 – EVALUATION III
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Choose the correctly spelled plural form of the given noun. Write the letter of the correct answer on your own paper.*

1. **book**

   a. bookes
   b. book
   c. bookies
   d. books

2. **friend**

   a. friend
   b. friendes
   c. friendies
   d. friends

3. **man**

   a. mens
   b. men
   c. mans
   d. man

4. **sheep**

   a. sheep
   b. sheepes
   c. sheeps
   d. sheepies

5. **tooth**

   a. toothes
   b. teeth
   c. toothies
   d. teeths

6. **woman**

   a. women
   b. womans
   c. womens
   d. woman

7. **deer**

   a. deers
   b. deeres
   c. deeries
   d. deer

8. **ox**

   a. oxies
   b. oxes
   c. oxen
   d. ox

9. **pioneer**

   a. pioneeres
   b. pioneer
   c. pioneeries
   d. pioneers

10. **foot**

    a. foots
    b. foot
    c. feet
    d. feets

WRITING STANDARD A-1 – EVALUATION IV
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Choose the word which correctly completes each sentence. Write the letter of the correct answer on your own paper.*

1. All of the young ______________________ wore long pink dresses.

   a. ladys
   b. ladies
   c. laddies
   d. ladyes

2. The ____________ of the baseball team members yelled and cheered at the all-star game.

   a. familys
   b. families
   c. family
   d. familes

3. The husbands and ______________________ were all happy.

   a. wifes
   b. wifies
   c. wives
   d. wive

4. There are ten ______________________ in West Palm Beach, Florida.

   a. librarys
   b. libraryes
   c. library
   d. libraries

5. I searched in all of the ______________________ for a dozen brownies.

   a. bakeries
   b. bakerys
   c. bakeres
   d. bakery

WRITING STANDARD A-1 – EVALUATION V
WRITE THE PLURAL FORMS OF NOUNS CORRECTLY

Student Directions: *Choose the word which correctly completes each sentence. Write the letter of the correct answer on your own paper.*

1. **The canned goods in Publix fell from the five ____________________ with a bang!**

   a. shelfs
   b. shelves
   c. shelf
   d. shelfves

2. **In the autumn of the year the ____________________ of the trees change their colors.**

   a. leaves
   b. leafs
   c. leaf
   d. leave

3. **In Tallahassee, Florida, there is a knife store which displays 5,000 different ____________.**

   a. knive
   b. knife
   c. knives
   d. knifes

4. **In order to become a good thief you must attend a school for ____________________.**

   a. thiefs
   b. thievs
   c. thievies
   d. thieves

5. **I bought five __________________________ of whole wheat bread at the bakery.**

   a. loafs
   b. loaf
   c. loaves
   d. loave

EVALUATION ANSWER KEY

WRITING STANDARD A-1

EVALUATION I

1. c
2. a
3. a
4. c
5. b
6. a
7. d
8. d
9. c
10. a

EVALUATION II

1. b
2. b
3. a
4. c
5. b
6. c
7. d
8. c
9. a
10. b

EVALUATION III

1. d
2. d
3. b
4. a
5. b
6. a
7. d
8. c
9. d
10. c

EVALUATION IV

1. b
2. b
3. c
4. d
5. a

EVALUATION V

1. b
2. a
3. c
4. d
5. c

A-2: Use the appropriate forms of common regular verbs in writing.

WRITING STANDARD A-2 – PREPARATORY SHEET 1
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

TEACHER DIRECTED

EXPLANATION: In every good English sentence there is a **subject** and a **verb**. A **verb** is one of the main parts of a sentence.

Example: 1. $\overset{s}{\underline{\text{Nancy}}}\ \overset{v}{\underline{\text{painted}}}$ **the picture.**

2. $\overset{s}{\underline{\text{Nancy}}}\ \overset{v}{\underline{\text{is}}}$ **a nice person.**

There are **two types** of **verbs**. There is the **action** or **doing verb (eat, sleep, cry, walk, talk, play, throw, etc,)**. There is also the **state-of-being** verb or the **helping** verb **(am, is, are, was, were, have, had, could, should, would, etc.)** These two types of verbs are then divided into **regular verbs** and **irregular verbs.**

Every **regular verb** in English has four different forms. The four forms are:

1. **Present-tense** form: look; play; talk
2. **Past-tense** form: looked; played; talked
3. **Present Participle:** looking; playing; talking
4. **Past Participle:** (have) looked; (have) played; (have) talked

Remember:

PLACE ON BOARD

1. **Tense means time such as present time or past time.**
2. **The present-tense form of a regular verb is the form you would probably use to look-up the word in the dictionary.**
3. **For most regular verbs, the past-tense form is the same as the present tense +d or ed. (looked, painted.)**
4. **The present participle is the present tense form + ing (looking, painting). Always use a helping verb with this form. (was looking, is painting)**
5. **For most verbs, the past participle is the same as the past tense form, using a helping verb. (have looked, was painted)**

Continued on next page

WRITING STANDARD A-2 – PREPARATORY SHEET 1
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

(Continued)

TEACHER DIRECTED

Have students complete the following chart for each of the regular verbs.

		PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
Example	1.	jump, (jumps)	jumped	is jumping	has jumped
	2.	invent, (invents)			
	3.	stop, (stops)			
	4.	lift, (lifts)			
	5.	paint, (paints)			
	6.	cook, (cooks)			
	7.	direct, (directs)			
	8.	warn, (warns)			
	9.	fire, (fires)			
	10.	capture, (captures)			

Then, orally *and on the* board, *have students explain the pronunciation of these regular verbs, and the four forms of each one.*

WRITING STANDARD A-2 – PREPARATORY SHEET 2
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

TEACHER DIRECTED

EXPLANATION: Remind the students of the four forms of regular verbs: **present-tense; past-tense; present participle; past participle.**

Remind the students of how each of these tenses is formed:

1.	**present-tense;**	jump (jumps)
2.	**past-tense;**	jumped
3.	**present participle;**	is jumping
4.	**past participle;**	has jumped

Now explain how these four forms of regular verbs are used.

1. The **present-tense** is used to tell about things that are happening in the **present time (now). now.** (You look happy. They paint in school. I play the piano.)
2. The past-tense is used to tell about things that have happened in the past. (You looked happy. they painted in school. I played in school.)
3. The present participle refers to the present time but uses a helping verb for clarity. (You are looking happy. They are painting in school. I am playing the piano.)
4. The past participle refers to the past time but uses a helping verb for clarity. (You were looking happy. They were painting in school. I was playing the piano.) (You have looked happy. They have painted in school. I had played the piano.)

Remember:

Remember:

PLACE ON BOARD

1. Two types of verbs: **regular** and **irregular.**
2. Regular verbs are the easiest to remember.
3. Every regular verb has four forms: **present-tense; past-tense; present participle; past participle.**
4. Tense means time.
5. The tenses of the regular verbs are formed from the present-tense by adding ed; ing; or using helping verbs. (look, looked, is looking, was looking, has looked)
6. There are exceptions to every verb rule in English.

WRITING STANDARD A-2 – ACTIVITY SHEET 1

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Copy the chart below. Write the four forms for each verb on your chart.*

PRESENT TENSE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
jump(s)			
move(s)			
lift(s)			
invent(s)			
calculate(s)			
paint(s)			
hit(s)			
capture(s)			
fire(s)			
drop(s)			

WRITING STANDARD A-2 – ACTIVITY SHEET 2

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Write each sentence carefully on your own paper. Underline the complete verb in each sentence twice.*

Example: Jim took pictures with his camera.

Jim was taking pictures with his camera.

1. They invent new airplanes every month.
2. The conductor is pulling the emergency cord.
3. My brother has pulled a muscle.
4. Nancy was aiming at the bullseye.
5. I paint pictures for the art gallery.
6. We questioned the teacher's answer.
7. Anthony fixed the broken ladder.
8. They are trying to bake a chocolate cake.
9. We were trying out his new motorcycle.
10. The army has captured 10,000 soldiers of war.

WRITING STANDARD A-2 – ACTIVITY SHEET 3

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: ***Complete each of the following sentences. Use either the present participle or the past participle of the regular verb in parentheses. Write the appropriate participle form on your own paper.***

1. They were (walk) too fast for me.
2. He is (cook) dinner for us today.
3. Frank has (lift) over 200 pounds during competition.
4. The movers are (carry) our furniture to the moving van.
5. I am (warn) you right now!
6. We have (walk) six miles in 40 minutes.
7. The guide was (direct) us around the museum.
8. He has (jump) up and down through space.
9. You are (paint) the walls tomorrow.
10. The army had (capture) the town.

WRITING STANDARD A-2 – ACTIVITY SHEET 4

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: ***Rewrite each of the following sentences using the correct present participle of the regular verb in parentheses. Use your own paper.***

1. We are (think) about the new car.
2. The math students are (calculate) the addition problem.
3. Henry is (hit) .375 for the baseball season.
4. The cable car is (drop) slowly down the hill.
5. The students are (jump) to conclusions.
6. I am (move) to another state next week.
7. They were (plant) the seeds.
8. Sheila was (paint) a beautiful picture.
9. The beans are (hibernate) this winter.
10. Ramon was (sell) his garden tools.

WRITING STANDARD A-2 – ACTIVITY SHEET 5

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: ***Rewrite each of the following sentences using the past participle of the regular verb in parentheses. Use your own paper.***

1. The waters of the river had **(drop)** since it hadn't rained for two months.
2. They have **(letter)** the billboard in red, white and blue.
3. The gun has **(fire)** for the last time.
4. The center fielder had **(drop)** the ball.
5. The owner of the store has **(fire)** the teenager.
6. The farmer has **(plant)** his crops early.
7. The mechanic has **(fix)** the engine.
8. I have **(lift)** as much as 2,000 pounds.
9. The bad weather had **(spoil)** the tournament.
10. The witness has **(appear)** in court.

ACTIVITY ANSWER KEY

WRITING STANDARD A-2

ACTIVITY 1

PRESENT TENSE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
jump(s)	jumped	jumping	jumped
move(s)	moved	moving	moved
lift(s)	lifted	lifting	lifted
invent(s)	invented	inventing	invented
calculate(s)	calculated	calculating	calculated
paint(s)	painted	painting	painted
hit(s)	hit*	hitting*	hit*
capture(s)	captured	capturing	captured
fire(s)	fired	firing	fired
drop(s)	dropped*	dropping*	dropped*

*Exceptions to normal rules for forming tenses of a regular verb.

ACTIVITY 2

1. They invent new airplanes every month.
2. The conductor is pulling the emergency chord.
3. My brother has pulled the emergency chord.
4. Nancy was aiming at the bullseye.
5. I paint pictures for the art gallery.
6. We questioned the teacher's answer.
7. Anthony fixed the broken ladder.
8. They are trying to bake a chocolate cake.
9. We were trying out his new motorcycle.
10. The army has captured 10,000 soldiers of war.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-2 (continued)

ACTIVITY 3

1. walking
2. cooking
3. lifted
4. carrying
5. warning
6. walked
7. directing
8. jumped
9. painting
10. captured

ACTIVITY 4

1. thinking
2. calculating
3. hitting
4. dropping
5. jumping
6. moving
7. planting
8. painting
9. hibernating
10. selling

ACTIVITY 5

1. dropped
2. lettered
3. fired
4. dropped
5. fired
6. planted
7. fixed
8. lifted
9. spoiled
10. appeared

WRITING STANDARD A-2 – EVALUATION I

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Copy the following chart onto your own paper. Complete the chart by filling in the appropriate forms of the listed regular verbs.*

PRESENT TENSE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICPLE
1.	**sewed**		
2. paint(s)			
3.			**cleaned**
4. time(s)			
5.		**crying**	
6.			**lighted**
7.		**looking**	
8.	**hit**		
9. invent(s)			
10.	**brushed**		

WRITING STANDARD A-2 – EVALUATION II
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Read the following sentences. Choose the appropriate form of the common regular verb which best completes the sentence. Write the letter of the correct answer on your own paper.*

1. Jim ______________ in front of his history class.

a. has standed
b. standed
c. are standing
d. was standing

2. The bank ______________ a million dollars today.

a. have collected
b. has collected
c. are collecting
d. has collecting

3. America ______________ the Olympic Trials.

a. are winning
b. were winning
c. is winning
d. has winning

4. A swarm of ants ______________ like a black blob.

a. looks
b. looking
c. is looked
d. look

5. Ann ______________ all night long.

a. crying
b. cried
c. cryed
d. criing

WRITING STANDARD A-2 – EVALUATION III
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Read the following sentences. Choose the appropriate form of the common regular verb which best completes the sentence. Write the letter of the correct answer on your own paper.*

1. **The little refugee girl _______________ freedom for herself.**

   a. want
   b. wanting
   c. wanted
   d. are wanting

2. **Sue _______________ the tablespoon on the floor.**

   a. dropping
   b. droped
   c. drops
   d. dropped

3. **The water _______________ all over the new carpet.**

   a. has spilling
   b. is spilling
   c. had spilling
   d. are spilling

4. **The home economics teacher _______________ for the class.**

   a. sewing
   b. has sewing
   c. sewed
   d. were sewed

5. **He _______________ a new machine daily.**

   a. invents
   b. inventing
   c. has inventing
   d. invent

WRITING STANDARD A-2 – EVALUATION IV

USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Read the following sentences. Choose the appropriate form of the common regular verb which best completes the sentence. Write the letter of the correct answer on your own paper.*

1. **The huge dog ______________ away the prowler.**

   a. frightens
   b. frightening
   c. has frightening
   d. frightened

2. **The little girl ______________ a banana split.**

   a. is ordering
   b. has ordering
   c. are ordering
   d. were ordering

3. **I ______________ my car in the driveway each night.**

   a. parks
   b. parking
   c. park
   d. has parked

4. **The girls were ______________ and sliding down the hall.**

   a. slipped
   b. slipping
   c. slip
   d. slips

5. **The eye doctor has ______________ his eyes a thousand times.**

   a. blinked
   b. blinking
   c. blinks
   d. blink

WRITING STANDARD A-2 – EVALUATION V
USE THE APPROPRIATE FORMS FOR COMMON REGULAR VERBS IN WRITING

Student Directions: *Read the following sentences. Choose the appropriate form of the common regular verb which best completes the sentence. Write the letter of the correct answer on your own paper.*

1. They ______________ the corpse in the cemetery.

   a. buryed
   b. bury
   c. buries
   d. buried

2. I ______________ the hem to my new dress.

   a. stitched
   b. stitches
   c. am stitching
   d. stitching

3. The members of the baseball team ______________ to their coach.

   a. listens
   b. were listening
   c. have listen
   d. was listening

4. The students ______________ of the food in the cafeteria.

   a. approved
   b. approving
   c. are approved
   d. has approved

5. The mothers ______________ up their children at the movies.

   a. picks
   b. pick
   c. have picked
   d. are picked

EVALUATION ANSWER KEY

WRITING STANDARD A-2

EVALUATION I

PRESENT TENSE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICPLE
1. sew(s)	sewed	sewing	sewed
2. paint(s)	painted	painting	painted
3. clean(s)	cleaned	cleaning	cleaned
4. time(s)	timed	timing	timed
5. cry(ies)*	cried*	crying	cried*
6. light(s)	lighted	lighting	lighted
7. look(s)	looked	looking	looked
8. hit(s)	hit*	hitting*	hit*
9. invent(s)	invented	inventing	invented
10. brush(es)	brushed	brushing	brushed

* Exceptions to normal rules for forming tenses of a verb.

EVALUATION II

1. d
2. b
3. c
4. a
5. b

Continued on next page

EVALUATION ANSWER KEY

WRITING STANDARD A-2

EVALUATION III

1. c
2. d
3. b
4. c
5. a

EVALUATION IV

1. d
2. a
3. c
4. b
5. a

EVALUATION V

1. d
2. c
3. b
4. a
5. c

A-3: Write declarative sentences having compound subjects and/or verbs.

WRITING STANDARD A-3 – PREPARATORY SHEET 1
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

TEACHER DIRECTED

EXPLANATION:

A **declarative** sentence is a **telling** sentence. A **declarative** sentence makes a statement and always ends with a period.

Example: Summer vacation begins in June.

Compound means two or more. A **compound subject** consists of two or more connected **subjects** that have the same **verb**. The usual connecting words are and, or and nor.

Example: The $\overset{s}{\underline{\text{mother}}}$ and the $\overset{s}{\underline{\text{father}}}$ $\overset{v}{\underline{\text{laughed}}}$ at the comedians joke.

$\overset{s}{\underline{\text{Sally,}}}$ $\overset{s}{\underline{\text{Tom,}}}$ and $\overset{s}{\underline{\text{Bobby}}}$ $\overset{v}{\underline{\text{cried}}}$ during the battle.

A **compound verb** consists of two or more connected verbs that have the same subject.

Example: The damaged $\overset{s}{\underline{\text{jet}}}$ $\overset{v}{\underline{\text{tossed}}}$ and $\overset{v}{\underline{\text{turned}}}$ in the hurricane's path.

$\overset{s}{\underline{\text{Scott}}}$ $\overset{v}{\underline{\text{hit}}}$ the ball, $\overset{v}{\underline{\text{ran}}}$ the bases and $\overset{v}{\underline{\text{scored}}}$ the winning run.

Remember: A compound subject joined with the word and needs a plural verb.

Example: $\overset{s}{\underline{\text{Bobby}}}$ and $\overset{s}{\underline{\text{Jeff}}}$ $\overset{v}{\underline{\text{are}}}$ $\overset{v}{\underline{\text{going}}}$ to the state championship game.

Remember: A compound subject joined with the word or needs a singular verb.

Example: $\overset{s}{\underline{\text{Bobby}}}$ or $\overset{s}{\underline{\text{Jeff}}}$ $\overset{v}{\underline{\text{is}}}$ $\overset{v}{\underline{\text{going}}}$ to the state championship game.

WRITING STANDARD A-3 – PREPARATORY SHEET 2
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

TEACHER DIRECTED

EXPLANATION: A declarative sentence may have a compound subject and a compound verb. In such a sentence all of the subjects agree with the verbs.

Examples:

1. The captain and crew of the damaged jet battled the storm and prayed for better weather.
2. Rachel and Warren ran and fell down the hill.

[Notice that both subjects in each sentence performed the same actions (verbs).]

Example: Mike, Ava and Gwenn studied the test, wrote their answers, and passed with A's.

WRITING STANDARD A-3 – ACTIVITY SHEET 1
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Find the compound subjects and their verbs in each of the following sentences. Write the subjects and verb on your own paper. Separate the subjects from the verb with a line.*

Example: Dan, Bob, and Ginny came to my party.

Dan, Bob, Ginny/ came

1. The horse and rider won a blue ribbon. ____________________
2. Bacon, lettuce, and tomato make a yummy sandwich. ____________________
3. Susie and Reggie watched the movie, "Friday, the 13th." ____________________
4. The baseball coach and umpire disagreed on the call. ____________________
5. Radio, TV, and newspapers reported the murder. ____________________

WRITING STANDARD A-3 – ACTIVITY SHEET 2
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Find the compound verbs and their subjects in each of the following sentences. Write the subject and verbs on your own paper. Separate the subject from the verbs with a line.*

Example: I sat at the table and ate my breakfast.

I/sat, ate

1. Nancy rode the bus and went to the store. ____________________

2. Ellen dropped the bat and ran to first base. ____________________

3. Anthony learned a new dance and won the disco contest. ____________________

4. Terry made a chocolate cake and spread on the icing. ____________________

5. Joe gets his allowance on Saturday and spends it at the 7-11 store. ____________________

WRITING STANDARD A-3 – ACTIVITY SHEET 3
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Read the sentences below and write a yes next to declarative sentences which contain compound subjects and a no next to declarative sentences which do not contain compound subjects. Use your own paper. You may refer to the preparatory sheet for assistance.*

1. Cicely Tyson and James Earl Jones were on television last night. ____________________
2. Everyone ate and ate until his or her stomachs were aching. ____________________
3. Books and money were donated to our library. ____________________
4. Pencils and pens may be used on this activity. ____________________
5. The disco was closed due to repairs. ____________________
6. In the streets were old people, teenagers, and babies. ____________________
7. Almost immediately the wind and rain began. ____________________
8. Hawaii and Alaska were the last states admitted to the Union. ____________________
9. The Volkswagon Rabbit was hit by the Buick. ____________________
10. The stranded couple lit a bonfire and waved to the circling helicopter. ____________________

WRITING STANDARD A-3 – ACTIVITY SHEET 4
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Read the sentences below and write a yes next to declarative sentences which contain compound verbs and a no next to declarative sentences which do not contain compound verbs. Use your own paper. You may refer to the preparatory sheet for assistance.*

1. Charlotte and Emily are the most famous Bronte sisters. ____________________
2. Karen practiced her violin every day and won the music tournament. ____________________
3. Natalie, Renee, and Carmen travelled to Paris and visited many museums. ____________________
4. Frankie and Sally were sweethearts. ____________________
5. Tom or Jeff will go to the store. ____________________
6. The famous "Kiss" singing group will appear in West Palm Beach next week. ____________________
7. In the old West, thieves robbed and killed their victims. ____________________
8. Everyone sang and danced at the party. ____________________
9. Please listen to the music, Johnny. ____________________
10. The fire was set by a careless person or was started by lightning. ____________________

WRITING STANDARD A-3 – ACTIVITY SHEET 5
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

A) Student Directions: *Read the following declarative sentences. Identify the compound subjects and compound verbs as indicated in the example below.*

Write each sentence on your own paper. [Remember: $\overset{s}{\text{Subject}}$, $\overset{v}{\text{verb}}$; $\boxed{\text{connector}}$ (conjunction)]

Example: $\overset{s}{\underline{\text{John}}}$ $\boxed{\text{and}}$ his $\overset{s}{\underline{\text{sister}}}$ $\overset{v}{\underline{\underline{\text{went}}}}$ to the movies $\boxed{\text{and}}$ $\overset{v}{\underline{\underline{\text{watched}}}}$ the scary picture.

1. Tim, Sally, and Marty swam the Atlantic Ocean.
2. Neither the mother nor father went and watched Bobby's graduation.
3. The tall boy cut and edged grass, weeded the garden, and trimmed the hedges.
4. Mike or Jack will go to Lake Placid and compete in the Olympics.
5. The coacn and his wife yelled and jumped for joy when the team won the game.

B) Student directions: *Write five (5) declarative sentences with compound* subjects *and compound* verbs.

WRITING STANDARD A-3 – ACTIVITY SHEET 6

WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: ***Write 10 declarative sentences which contain compound*** **subjects and** ***compound*** **verbs.** ***Use*** **and, or, nor,** ***and*** **but** ***as your connecting words.***

ACTIVITY ANSWER KEY

WRITING STANDARD A-3

ACTIVITY 1

1. horse, rider/won
2. Bacon, lettuce, tomato/make
3. Susie, Reggie/watched
4. Coach, umpire/disagreed
5. Radio, T.V., newspaper/reported

ACTIVITY 2

1. Nancy/rode, went
2. Ellen/dropped, ran
3. Anthony/learned, won
4. Terry/made, spread
5. Joe/gets, spends

ACTIVITY 3

1. yes
2. no
3. yes
4. yes
5. no
6. yes
7. yes
8. yes
9. no
10. no

ACTIVITY 4

1. no
2. yes
3. yes
4. no
5. no
6. no
7. yes
8. yes
9. no
10. yes

ACTIVITY 5

1. $\underline{\text{Tim}}$, $\underline{\text{Sally}}$, $\overset{c}{\text{and}}$ $\underline{\text{Marty}}$ $\underline{\underline{\text{swam}}}$ the Atlantic Ocean.
2. Neither the $\underline{\text{mother}}$ $\overset{c}{\text{nor}}$ $\underline{\text{father}}$ $\underline{\underline{\text{went}}}$ and $\underline{\underline{\text{watched}}}$ Bobby's graduation.
3. The tall boy $\underline{\underline{\text{cut}}}$ $\overset{c}{\text{and}}$ $\underline{\underline{\text{edged}}}$ grass, $\underline{\underline{\text{weeded}}}$ the garden $\overset{c}{\text{and}}$ $\underline{\underline{\text{trimmed}}}$ the hedges.
4. $\underline{\text{Mike}}$ $\overset{c}{\text{or}}$ $\underline{\text{Jack}}$ $\underline{\underline{\text{will go}}}$ to Lake Placid $\overset{c}{\text{and}}$ $\underline{\underline{\text{compete}}}$ in the Olympics.
5. The $\underline{\text{coach}}$ $\overset{c}{\text{and}}$ his $\underline{\text{wife}}$ $\underline{\underline{\text{yelled}}}$ $\overset{c}{\text{and}}$ $\underline{\underline{\text{jumped}}}$ for joy when the team won the game.

ACTIVITY 6

Answers will vary.

WRITING STANDARD A-3 – EVALUATION I

WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Identify the declarative sentence with a compound subject from the sentences given. Write the letter of the correct answer on your own paper.*

1. a. John quickly ran to the store.
   b. I laughed and cried at the same time.
   c. Posters and lockers lined the hallway of the school.
   d. The swimmers raced past all of the other swimmers.

2. a. The heavy man fell down the stairs.
   b. Dad and I played football at the park.
   c. Annie drank the water slowly.
   d. The singer was tall, dark,and handsome.

3. a. Sausage and pepperoni are tasty on pizza.
   b. The cat caught a mouse and played with it.
   c. Water buffalo roam the lands of Africa.
   d. Several girls climbed the ladder to the roof.

4. a. Our class will go the science museum.
   b. Darrin was the favorite boy in the group.
   c. Our front yard, the roof,and the porch were damaged in the hurricane.
   d. Melvin had tomato soup and a cheese sandwich for lunch.

5. a. John made oatmeal cookies.
   b. Scientists study and learn new theories.
   c. The campers sang songs.
   d. John and Carrie left the class early.

WRITING STANDARD A-3 – EVALUATION II
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Identify the declarative sentence with a compound verb from the sentences given. Write the letter of the correct answer on your own paper.*

1. a. Three clowns were riding the donkeys.
b. Tina pitched the ball and struck out the batter.
c. Nancy and Eddie went to the picnic with us.
d. The fourth of July will be here soon.

2. a. Eddie writes songs and plays them on the piano.
b. The school bell rang loudly and clearly.
c. Mr. Smith predicted the weather.
d. We watch the all-night movies.

3. a. Lorelei is wearing a new dress.
b. We ate the cookies and popcorn.
c. We played hooky from school.
d. Jean rehearsed the part, tried out, and won the role in the class play.

4. a. Superman and Wonderwoman flew through the air.
b. I love Burger King sandwiches.
c. The campers lit a fire and roasted marshmallows.
d. Please repeat your answers.

5. a. I knew the suspect and reported him to the police.
b. Grandma and Grandpa missed my birthday.
c. My daughter chose a new car.
d. My little brother and sister made a snowman.

WRITING STANDARD A-3 – EVALUATION III

WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Identify the declarative sentence which contains a compound subject* and *a compound verb from the sentences given. Write the letter of the correct answer on your own paper.*

1. a. Katie and her mother left the house and went to the grocery store.
   b. Roger and Mel designed the costumes.
   c. This candy is good and tastes yummy.
   d. The dark movie theater was very quiet.

2. a. Tim goes to school late every day.
   b. Josh paid three dollars for the ticket.
   c. James and Janice forgot their books and were late to class.
   d. Ann slept at Susie's house.

3. a. Kate is older than Louise and John.
   b. President Carter is running for re-election.
   c. The ice and snow melted and melted.
   d. My daughter loves the song entitled "The Rose."

4. a. Evan fumbled the pass.
   b. I am a student and a football player.
   c. My two sons hit homeruns and made the allstars.
   d. Ice cream and cake were served and enjoyed.

5. a. My sister and I play pee-wee golf.
   b. Pete and Carrie chased the butterfly and caught it.
   c. The barber cut and styled Marty's hair.
   d. Sharon is a good lifeguard.

WRITING STANDARD A-3 – EVALUATION IV
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

(Continued)

Student Directions: *Identify the declarative sentence which contains a compound subject* and *a compound verb from the sentences given. Write the letter of the correct answer on your own paper.*

1. a. The construction crew built a new road.
   b. Snakes lay eggs.
   c. Gymnasts and dancers leaped and danced in the arena.
   d. Ricky and Rodney rode their new bikes.

2. a. Two ponies and a cow grazed in the field and drank water from the stream.
   b. David ran, jumped, and leaped to victory.
   c. My dogs and cat watch television every day with me.
   d. The maid cleaned and dusted the 16-room house.

3. a. The Indians shot the arrows into the air.
   b. Mike and Laurie read the story and wrote a short report.
   c. The bus will arrive early today.
   d. Tomatoes are a fruit.

4. a. During the ride, Carl closed his eyes.
   b. Africa, North America, and Asia are continents.
   c. There is gold in "them thar hills."
   d. Jane and Melanie cut their jeans and made them into shorts.

5. a. Janet is a singer and an artist.
   b. Donald and Daniel took the test and passed it.
   c. My new roller skates are red, white, and blue.
   d. The science class experiment was a success.

WRITING STANDARD A-3 – EVALUATION V
WRITE DECLARATIVE SENTENCES HAVING COMPOUND SUBJECTS AND/OR VERBS

Student Directions: *Write 10 declarative sentences having compound subjects and/or verbs. Watch for correct end punctuation. Be sure that at least five of these 10 declarative sentences contain* **both** *compound subjects* **and** *compound verbs.*

EVALUATION ANSWER KEY

WRITING STANDARD A-3

EVALUATION I

1. c
2. b
3. a
4. c
5. d

EVALUATION II

1. b
2. a
3. d
4. c
5. a

EVALUATION III

1. a
2. c
3. c
4. d
5. b

EVALUATION IV

1. c
2. a
3. b
4. d
5. b

EVALUATION V

Answers will vary.

A-4: Make subjects and verbs agree.

WRITING STANDARD A-4 – PREPARATORY SHEET 1
MAKE SUBJECTS AND VERBS AGREE

TEACHER DIRECTED

EXPLANATION: There are two main parts of every sentence: **subject** and **predicate**. The simple **subject** of a sentence is usually a noun or pronoun. The **subject** of the sentence is the part about which something is being said. The **subject** answers the questions Who? or What?

The other part of the sentence is the **predicate**. The **verb** is the main part of the **predicate**. The **predicate** of a sentence is the part which says something about the **subject**.

The **subject** and **verb** in a sentence **must agree**. When a subject stands for one person, place or thing, it is a singular subject. When a **subject** stands for more than one person, place or thing, it is a plural **subject**.

Verbs have singular and plural forms.

In a sentence, the verb must always agree in number with its subject.

PLACE ON BOARD

Example.

	SINGULAR	PLURAL
1.	Jane plays ball	The girls play ball.
2.	Erin speaks Spanish.	The girls speak Spanish.

RULES:
1. If the subject is singular, use a singular form of the verb.
2. If the subject is plural, use a plural form of the verb.

The s at the end of regular verbs (Example: crawls, speaks, cooks) shows that the verbs are used with **singular** subjects. When the subject is plural, the s on the verb is usually dropped (crawl~~s~~, speak~~s~~, cook~~s~~)

Examples:

1. a. She crawls down the hall. (singular)
   b. They crawl down the hall.(plural)

2. a. Jane speaks clearly. (singular)
   b. The girls speak clearly. (plural)

3. a. Kevin cooks dinner every evening. (singular)
   b. Anna and Kevin cook dinner every evening. (plural)

WRITING STANDARD A-4 – PREPARATORY SHEET 2
MAKE SUBJECTS AND VERBS AGREE

TEACHER DIRECTED

EXPLANATION: There are various rules for each part of speech. There are also exceptions to every rule.

One example of a special case word is the verb be.

PLACE ON BOARD	SINGULAR	PLURAL
	I am	We are
	* You are	* You are
	He is	They are
	Luis is	The boys are
	I was	We were
	* You were	* You were
	She was	They were
	Linda was	The girls were

EXPLAIN: Another example of special rules has to do with indefinite pronouns. Indefinite pronouns do not refer to a definite person, place, thing or idea.

EXPLAIN: Place this list of indefinite pronouns on the board for students to copy into their notebook for future use.

SINGULAR INDEFINITE PRONOUNS	PLURAL INDEFINITE PRONOUNS
1. each	both
2. either	few
3. one	several
4. one	many
5. anyone	*some
6. everyone	*any
7. no one	*no one
8. someone	*all
9. anybody	*most
10. everybody	
11. nobody	
12. somebody	

* Indefinite pronouns which may be either singular or plural, may have either a singular or plural verb.

WRITING STANDARD A-4 – PREPARATORY SHEET 3
MAKE SUBJECTS AND VERBS AGREE

TEACHER DIRECTED

EXPLANATION: Another rule to remember is that the verb agrees **always** with the subject of the sentence, not a word in a prepositional phrase.

Examples:

1. The lights (on the Christmas tree) are shining.
2. Many (of the students) walk to school.
3. The girl (at the bus stop) was standing.
4. Both (of the ice cream sundaes) are good.

EXPLAIN: Compound subjects which are joined by **and**, have more than one person, place, thing or idea; therefore they are plural and need a plural verb.

Example:

1. Bill and Sam are the leaders (of the group).
2. Southern dishes are swamp cabbage and gator tail.

EXPLAIN: Singular subjects joined by or or nor take a singular verb.

Example:

1. A pencil or a pen is needed for this test.
2. Neither Jack nor Jill is going down the hill.

Still another special rule to remember concerns contractions (doesn't, isn't, don't, aren't, weren't) in a sentence. **Don't** and **doesn't** must agree with their subjects. **Don't** must be used with plural subjects and with the pronouns **I** and **you**. Use **doesn't** with other subjects which are singular (he, she, it, box, it, car). **Aren't** and **weren't** are used with plural subjects. **Isn't** is used with singular subjects.

Example:

WRITING STANDARD A-4 – ACTIVITY SHEET 1
MAKE SUBJECTS AND VERBS AGREE

RECOGNIZING SINGULAR AND PLURAL FORMS

Student Directions: *Read each sentence carefully. Write the subject and verb. Write an* S *if they are* Singular. *Write a* P *if they are* Plural. *Write your answers on your own paper.*

Example: 1. The boy runs to the corner.

1. boy/runs – S

1. The movie shows a strange creature.

2. This truck has four-wheel drive.

3. Today's newspaper contains a good editorial.

4. The books on the bookcase fell.

5. One package of cookies lasts all week.

6. The girls play basketball after school.

7. The firecrackers make a loud noise.

8. Every Sunday my family has a big breakfast.

9. The lion yawns loudly.

10. The prisoners walk in the exercise yard.

WRITING STANDARD A-4 – ACTIVITY SHEET 2

MAKE SUBJECTS AND VERBS AGREE

Student Directions: *Rewrite the following sentences using the correct verb form from the parenthesis. Use your own paper.*

1. Gene, Harry, and I (**works, work**) at the same plant.
2. Tools, blades, and motors (**is, are**) the company's products.
3. John and his friends (**is, are**) eating in the plant cafeteria.
4. The twins and Dick (**wants, want**) hotdogs.
5. Nick or Ben (**has, have**) ordered the hamburger.
6. Bill or Ed (**takes, take**) the early shift tonight.
7. Terry and I (**has, have**) the late shift.
8. My sisters or my mother (**makes, make**) my lunch for me.
9. Two sandwiches and an apple (**is, are**) usually in my lunch box.
10. Don or Dan (**brings, bring**) coffee every night.

WRITING STANDARD A-4 – ACTIVITY SHEET 3
MAKE SUBJECTS AND VERBS AGREE

Student Directions: *Rewrite the following sentences using the correct verb form from the parenthesis. Use your own paper.*

1. You and he **(has, have)** an interesting job.
2. Yes, but the hours and pay **(isn't, aren't)** very good.
3. There **(was, were)** three horses and a colt in the truck.
4. **(Is, Are)** the cashier or the usher in the lobby?;
5. Down the street **(goes, go)** Frank and his brother.
6. **(Was, Were)** there a girl and two boys here?
7. In front of the building **(stands, stand)** a tall statue and a row of benches.
8. **(Wasn't, Weren't)** there a quarter and two dimes on the dresser?
9. Below each picture **(was, were)** the name and address of the man.
10. **(Isn't, Aren't)** there a picture or story about the fire?

WRITING STANDARD A-4 – ACTIVITY SHEET 4
MAKE SUBJECTS AND VERBS AGREE

Student Directions: *Rewrite the following sentences using the correct verb form from the parenthesis. Use your own paper.*

Example: The dog in this cage **(has, have)** a sore paw.

1. That new building **(is, are)** an animal hospital.
2. Those cages at the back **(is, are)** kennels.
3. They **(board, boards)** animals there.
4. John and I **(has, have)** met the veterinarian.
5. He **(is, are)** looking for two helpers.
6. Today we **(has, have)** an interview.
7. He and I **(hope, hopes)** to get jobs.
8. They **(is, are)** good experience for us.
9. You **(is, are)** my second cousin.
10. You **(was, were)** in the circus.
11. Each of the students **(are, is)** going to pass the test.
12. Somebody **(is, are)** talking in the back of the room.
13. The owner of a sick pet **(bring, brings)** it to us.
14. Dogs with broken legs **(is, are)** always hard to treat.
15. We **(has, have)** to help the doctor make a splint.
16. First he **(shape, shapes)** the splint of metal.
17. The doctor and I **(fits, fit)** the splint around the leg.
18. The cotton and tape **(is, are)** wrapped around the splint.
19. These **(keeps, keep)** the leg from getting sore.
20. It **(takes, take)** several weeks for the leg to heal.

WRITING STANDARD A-4 – ACTIVITY SHEET 5
MAKE SUBJECTS AND VERBS AGREE

A) Student Directions: *Write five sentences with singular subjects and singular verbs. Identify the* ***subjects*** *and* ***verbs*** *by underlining the subjects once and the verbs twice. Write the five sentences on your own paper.*

Example: **The sweet young girl draws a pretty picture.**

B) Student Directions: *Write the five sentences with plural subjects and plural verbs. Identify the* ***subjects*** *and* ***verbs*** *by underlining the subjects once and the verbs twice. Write the five sentences on your own paper.*

Example: **March and April are windy months.**

The Yankees and the Dodgers play ball today.

ACTIVITY ANSWER KEY

WRITING STANDARD A-4

ACTIVITY 1

1. movie/shows — S
2. truck/has — S
3. newspapers/contain — P
4. books/fell — P
5. package/lasts — S
6. girls/play — P
7. fire crackers/make — P
8. family/has — S
9. lion/yawns — S
10. prisoners/walk — P

ACTIVITY 2

1. work
2. are
3. are
4. want
5. has
6. takes
7. have
8. makes
9. are
10. brings

ACTIVITY 3

1. have
2. aren't
3. were
4. is
5. go
6. were
7. stand
8. weren't
9. were
10. Isn't

ACTIVITY 4

1. is
2. are
3. board
4. have
5. is
6. have
7. hope
8. are
9. are
10. were
11. is
12. is
13. brings
14. are
15. have
16. shapes
17. fit
18. are
19. keep
20. takes

ACTIVITY 5

Answers will vary.

WRITING STANDARD A-4 – EVALUATION I
MAKE SUBJECTS AND VERBS AGREE

Directions: **ORAL TEST:** *Read the following expressions aloud to the class. Have each student write whether the subject/verb is Singular or Plural. Write an* **S** *for singular or a* **P** *for plural on your own paper.*

1. the lion yawns
2. we listen
3. the dogs play
4. no one stays
5. the refugees land
6. she wins
7. I am
8. the flowers bloom
9. the actors practice
10. they have
11. the play opens
12. everyone goes
13. the curtain rises
14. all applaud
15. the doctor listens

WRITING STANDARD A-4 – EVALUATION II

MAKE SUBJECTS AND VERBS AGREE

Student Directions: *Write the following ten sentences. Underline the subjects once and the verbs twice. Use your own paper.*

Example: The noise in the hall is very loud.

1. Many palm trees on my street have coconuts.
2. Some students in the class talk too much.
3. A good book costs a great deal of money.
4. Many Indians live on reservations in New Mexico.
5. One of the tests shows a new discovery.
6. The temperature inside the cave was fifty degrees.
7. The beautiful flowers bloom all year.
8. You and I are going to the mountains.
9. Someone at the ballpark was wearing a Pirate's hat.
10. Cake and ice cream are my favorite desserts.

WRITING STANDARD A-4 – EVALUATION III
MAKE SUBJECTS AND VERBS AGREE

A) *Student Directions: Read each sentence carefully. If the subject is Singular write an S on your paper. If the subject is Plural write a P on your paper.*

1. Chicken and dumplings is a favorite dish of mine.
2. Each member of the class plans to have graduated next year.
3. Jenny, Joe, and Jerry laugh at the clown.
4. The boys at the recreation center were playing racquet ball.
5. Our home is very small.
6. The scrambled eggs were burned by the Cub Scout campers.
7. His ideas are now accepted by all.
8. You are a very special person.
9. The doctor isn't going to operate.
10. School opens tomorrow.

B) *Student Directions: Read each sentence carefully. If the verb is Singular write an S on your paper. If the verb is Plural write a P on your paper.*

1. The girls at the bus stop were talking.
2. Either John or William is going home.
3. The TV actress practices eight hours a day.
4. Neither Jack nor Jill is falling down the hill.
5. Some Cuban refugees are sleeping in tents in Miami, Florida.
6. Some of you are going to the Mall.
7. Her father doesn't want her to drive the car.
8. The professional baseball player swings his bat with great strength.
9. The teacher and the leader of the group is Brenda.
10. We were talking to President Carter.

WRITING STANDARD A-4 – EVALUATION IV
MAKE SUBJECTS AND VERBS AGREE

Student Directions: *Read the sentences carefully. Write the letters of the sentences in which the Subjects and Verbs agree on your own paper.*

1. a. You is my favorite teacher.
   b. She don't like chocolate pie.
   c. My brother know how to paint a picture.
   d. The cost of paper has been rising.

2. a. The lake freeze over every winter.
   b. The accident happen yesterday.
   c. John and Barry works at Publix.
   d. Both of the pies are delicious.

3. a. One of the women practice medicine.
   b. The new cars are smaller this year.
   c. The two boys is working at MacDonalds'.
   d. Neither Jane nor Ricky are going to the fair.

4. a. I hasn't had much sleep.
   b. These tacos taste great!
   c. Melissa and Karen shops for food for their party.
   d. I imagine you is going on vacation.

5. a. The black cat sit on the fence.
   b. We was disappointed with the score of the game.
   c. Donald, Daniel,and Annie are going to California.
   d. I has been to the store for my neighbor today.

WRITING STANDARD A-4 – EVALUATION V
MAKE SUBJECTS AND VERBS AGREE

(Continued)

Student Directions: *Read the sentences carefully. Write the letters of the sentences in which the Subjects and Verbs agree on your own paper.*

1. a. The baby scream at the nurse.
   b. We was late to the movies
   c. Mrs. White eats and eats all day.
   d. Gary love to ride his bike in the park.

2. a. He is a very shy man.
   b. The owner of the sick pet bring it to me.
   c. Thebooks was falling on the floor.
   d. It takes several weeks for the leg to heal.

3. a. Every Saturday my family go to the store.
   b. The small baby boy yawn loudly.
   c. My sisters or my mother makes my lunch for me.
   d. The doctor and I fits the cast on the leg.

4. a. There is many people in the audience.
   b. Frankie and Paul go down the street slowly.
   c. The teenager were swinging wildly on the trapeze.
   d. The escaped prisoners was hiding in the woods behind the canal.

5. a. The swimming pool man were cleaning the bug out of the pool.
   b. Abraham Lincoln were President of the U.S.
   c. Jane and Erin speaks Spanish.
   d. Kevin and Anna hope you pass this test.

EVALUATION ANSWER KEY

WRITING STANDARD A-4

EVALUATION I

1. S
2. P
3. P
4. S
5. P
6. S
7. S
8. P
9. P
10. P
11. S
12. S
13. S
14. P
15. S

EVALUATION II

1. palm trees/have
2. students/talk
3. book/costs
4. Indians/live
5. One/shows
6. temperature/was
7. flowers/bloom
8. you, I/are going
9. someone/was wearing
10. cake, ice cream/are

EVALUATION III

A.
1. S
2. S
3. P
4. P
5. S
6. P
7. P
8. P
9. S
10. S

B.
1. P
2. S
3. S
4. S
5. P
6. P
7. S
8. S
9. S
10. P

EVALUATION IV

1. d
2. d
3. b
4. b
5. c

EVALUATION V

1. c
2. a
3. c
4. b
5. d

A-5: Use the appropriate forms of common irregular verbs.

WRITING STANDARD A-5 – PREPARATORY SHEET 1
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

TEACHER DIRECTED

EXPLANATION: **Verbs** are often words that tell about **actions** such as: ride; cook; talk; come; buy; laugh; shoot; eat.

Some **verbs** do not show action but are **state-of-being verbs** such as: is, are; am; was; were.

Some **action verbs** need helpers. The verb and the helper act as a **verb phrase.** The following **state-of-being verbs** are used as main verbs and as helping verbs.

PLACE ON BOARD

1. has, have, had
2. is, are, was, were
3. do, does, did
4. can, could, should, would
5. might, shall, will

Verbs are formed into two classifications: **Regular Verbs** (point, pointed, pointing); and **Irregular Verbs** (drive, drove, driven.) **Regular verbs** follow the normal English rules concerning verbs. **Irregular verbs** do not follow the regular verb rules. An **irregular verb** is a verb that forms its past tense (time) in a special way. Most **irregular verbs** have different forms for the past tense and the past participle. These **irregular verbs** form their past tense and past participle in several ways:

PLACE ON BOARD

1. by a vowel change (drink, drank, have drunk)
2. by a consonant change (make, made, have made)
3. by a vowel and consonant change (bring, brought, have brought)
4. by no change at all (burst, burst, have burst)

Directions: *Copy entire chart on board so students may copy it into their note books.*

CHART OF IRREGULAR VERBS – Note the pattern of change within each group.

GROUP 1 – vowel i is changed to o

PLACE ON BOARD

PRESENT	PAST	PAST PARTICIPLE
1. drive	drove	driven
2. ride	rode	ridden
3. rise	rose	risen
4. write	wrote	written

Continued on next page

WRITING STANDARD A-5 – PREPARATORY SHEET 1
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

(Continued)

TEACHER DIRECTED

GROUP II – change vowel i to a and a to u

	PRESENT	PAST	PAST PARTICIPLE
1.	begin	began	have begun
2.	drink	drank	have drunk
3.	ring	rang	have rung
4.	swim	swam	have swum

GROUP III – change vowels a and o to e and e to a and o

1.	draw	drew	have drawn
2.	grow	grew	have grown
3.	know	knew	have known
4.	blow	blew	have blown

GROUP IV – no set pattern to follow

1.	eat	ate	have eaten
2.	fall	fell	have fallen
3.	give	gave	have given
4.	see	saw	have seen
5.	take	took	have taken

GROUP V – no set pattern to follow

1.	come	came	have come
2.	do	did	have done
3.	go	went	have gone
4.	run	ran	have run

WRITING STANDARD A-5 – PREPARATORY SHEET 2
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

TEACHER DIRECTED

EXPLANATION: There are some irregular verbs which are very difficult to learn and understand because they are similar in spelling, pronunciation and usage. Review these with students.

PLACE ON BOARD

Examples:

	WORD	DEFINITION	PRESENT	PAST	PAST PARTICIPLE
1.	lie	to recline; to rest	lie	lay	have lain
2.	lay	to put; to place	lay	laid	have laid
3.	sit	to rest upright	sit	sat	have sat
4.	set	to put; to place	set	set	have set
5.	rise	to go upward	rise	rose	have risen
6.	raise	to force upward	raise	raised	have raised

PLACE ON BOARD

SENTENCE EXAMPLES:

1. You lie here for ten minutes.
2. You lay the money on the counter.
3. You sit down.
4. You set the dishes in the sink.
5. You rise to sing the song.
6. You raise the flag at 8:00 a.m.

Take the present tense of each of the listed irregular verbs and make sentences showing the past tense and past participle. Do these examples on the board for the students.

WRITING STANDARD A-5 – ACTIVITY SHEET 1

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

STUDY SHEET – Make copies for students to use as a reference.

Directions: *Copy the following principal parts of irregular verbs. Include a state-of-being (helping) verb with the past participle because a helping verb is always with the past participle. Save this information for future reference.*

PRESENT TENSE:	PAST TENSE:	PAST PARTICIPLE:
1. begin	began	have begun
2. blow	blew	have blown
3. break	broke	have broken
4. bring	brought	have brought
5. burst	burst	have burst
6. choose	chose	have chosen
7. come	came	have come
8. do	did	have done
9. drink	drank	have drunk
10. drive	drove	have driven
11. fall	fell	have fallen
12. freeze	froze	have frozen
13. give	gave	have given
14. go	went	have gone
15. lay	laid	have laid
16. lie	lay	have lain
17. raise	raised	have raised
18. ride	rode	have ridden
19. ring	rang	have rung
20. rise	rose	have risen
21. run	ran	have run
22. see	saw	have seen
23. set	set	have set
24. shrink	shrank	have shrunk
25. sit	sat	have sat
26. speak	spoke	have spoken
27. steal	stole	have stolen
28. swim	swam	have swum
29. take	took	have taken
30. write	wrote	have written
31. throw	threw	have thrown

WRITING STANDARD A-5 – ACTIVITY SHEET 2

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

TEACHER DIRECTED

Directions: Oral Exercise: *Have students write the* **present tense**, *the* **past tense**, *and the* **past participle** *for each of the following words on the chart.*

Example:		PRESENT	PAST	PAST PARTICIPLE
	1.	swim	swam	have swum
	2.	burst	burst	have burst

1. begin
2. drive
3. go
4. sit
5. run
6. ride
7. blow
8. freeze
9. lie
10. sing
11. take
12. bring
13. come
14. write
15. choose
16. steal
17. set
18. do
19. see
20. drink

WRITING STANDARD A-5 – ACTIVITY SHEET 3

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *On your own paper:*

A. Write two sentences in which you use the word **did.**

B. Write two sentences in which you use the word **done.**

C. Write two sentences in which you use the word **took.**

D. Write two sentences in which you use the word **taken.**

E. Write two sentences in which you use the word **went.**

F. Write two sentences in which you use the word **gone.**

G. Write two sentences in which you use the word **saw.**

H. Write two sentences in which you use the word **seen.**

WRITING STANDARD A-5 – ACTIVITY SHEET 4
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: Rewrite each sentence using the correct verb form shown in the parentheses. Use your own paper.

1. Is the stove **(broke, broken)**?
2. You have **(rode, ridden)** too long.
3. Have you **(wrote, written)** the mayor?
4. I **(give, gave)** it away.
5. The cyclists had **(rode, ridden)** that street before.
6. He **(did, done)** it.
7. The whole crop **(freezed, froze.)**
8. It has **(fell, fallen)** off.
9. The girls **(choosed, chose)** Mary.
10. It would have **(bit, bitten)** you.
11. We **(drank, drunk)** the orange juice.
12. If I had **(knew, known)** it, I would not have asked.
13. We have **(drove, driven)** too far.
14. Louise has **(eaten, ate)** too much.
15. Have you **(forgot, forgotten)** your money?
16. You should have **(became, become)** the president.
17. I have never **(sung, sang)** that before.
18. Have you **(saw, seen)** it?
19. My bike is **(broke, broken)**.
20. It has **(took, taken)** two hours for the car to be repaired.

WRITING STANDARD A-5 – ACTIVITY SHEET 5
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: Rewrite each sentence using the correct verb form shown in the parentheses. Use your own paper.

I went. **I have gone.** **He ran** **He has run.**

She did the lesson. **She has done the lesson.**

1. She has **(went, gone.)**
2. She **(ran, run)** to the car.
3. You **(did, done)** a good job.
4. She has **(ran, run)** the best race.
5. I have **(did, done)** my work.
6. He has **(did, done)** that before.
7. They **(went, gone)** with us.
8. Who **(did, done)** that?
9. The car **(ran, run)** smoothly.
10. My cat has **(ran, run)** away.
11. We have **(did, done)** our best.
12. They have **(went, gone)** on a trip.
13. They **(did, done)** the same thing last year.
14. I **(went, gone)** with them last year.
15. She **(did, done)** her work well.

WRITING STANDARD A-5 – ACTIVITY SHEET 6
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *On your own paper:*

A. Write two sentences in which you use the word **gone.**

B. Write three sentences in which you use the word **given.**

C. Write two sentences in which you use the word **wrote.**

D. Write two sentences in which you use the word **written.**

E. Write three sentences in which you use the word **began.**

F. Write three sentences in which you use the word **begun.**

WRITING STANDARD A-5 – ACTIVITY SHEET 7

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Rewrite each sentence using the correct verb tense shown in the parenthesis.*

1. Have you **(gone, went)** to the doctor?
2. Have you **(forgot, forgotten)** to go to the doctor?
3. Mary **(broke, broken)** her leg.
4. She **(went, gone)** to the doctor, too.
5. Who **(saw, seen)** Mary?
6. You **(took, taken)** some medicine for your bad cold.
7. You **(knew, known)** how much medicine to take.
8. The doctor **(give, gave)** you the medicine.
9. Don't **(forgotten, forget)** what the doctor said.
10. He **(saw, seen)** you yesterday.
11. He **(knew, known)** you would come back next week.
12. Mary **(come, came)** to the doctor last week.
13. He **(gave, given)** her medicine and directions.
14. She **(taken, took)** the medicine all week long.
15. She has **(went, gone)** to the doctor two times.

WRITING STANDARD A-5 – ACTIVITY SHEET 8
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Rewrite each sentence using the correct verb tense shown in the parentheses.*

1. Was your money (**took, taken**)?
2. Ellen (**brung, brought**) me the bill.
3. Who could have (**stole, stolen**) it?
4. Alex (**wrote, written**) the note.
5. Last week Ann (**gave, give**) me a new one.
6. Our car was (**stole, stolen**).
7. He has (**ate, eaten**) it all?
8. Ruth and Luke have (**gone, went**) to the game.
9. Mother (**seen, saw**) the fire.
10. She has (**took, taken**) a chance.
11. He (**saw, seen**) the fight last night.
12. The child had (**growed, grown**) six inches.
13. Clyde has (**gone, went**) to the office.
14. Has the water (**frozen, froze**)?
15. The dam finally (**burst, bursted**).

WRITING STANDARD A-5 – ACTIVITY SHEET 9
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Write the letter of the correct form of the verb on your own paper.*

1. The jet ______________ into the air.
   a. raised
   b. rose
   c. risen
   d. raise

2. He ______________ the tickets on the desk.
   a. lies
   b. lay
   c. laid
   d. lain

3. I have ______________ here too long.
   a. sit
   b. set
   c. sets
   d. sat

4. I have ______________ you to be a good person.
   a. rised
   b. risen
   c. raised
   d. rose

ACTIVITY ANSWER KEY

WRITING STANDARD A-5

ACTIVITY 1

Study Sheet only.

ACTIVITY 2

PRESENT TENSE		PAST TENSE	PAST PARTICIPLE
1.	begin	began	have begun
2.	drive	drove	have driven
3.	go	went	have gone
4.	sit	sat	have sat
5.	run	ran	have run
6.	ride	rode	have ridden
7.	blow	blew	have blown
8.	freeze	froze	have frozen
9.	lie	lay	have lain
10.	sing	sang	have sung
11.	take	took	have taken
12.	bring	brought	have brought
13.	come	came	have come
14.	write	wrote	have written
15.	choose	chose	have chosen
16.	steal	stole	have stolen
17.	set	set	have set
18.	do	did	have done
19.	see	saw	have seen
20.	drink	drank	have drunk

ACTIVITY 3

Answers will vary.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-5 (continued)

ACTIVITY 4

1. Is the stove (broke, broken)?
2. You have (rode, ridden) too long.
3. Have you (wrote, written) the mayor?
4. I (give, gave) it away.
5. The cyclists had (rode, ridden) that street before.
6. He (did, done) it.
7. The whole crop (freezed, froze.)
8. It has (fell, fallen) off.
9. The girls (choosed, chose) Mary.
10. It would have (bit, bitten) you.
11. We (drank, drunk) the orange juice.
12. If I had (knew, known) it, I would not have asked.
13. We have (drove, driven) too far.
14. Louise has (eaten, ate) too much.
15. Have you (forgot, forgotten) your money?
16. You should have (became, become) the president.
17. I have never (sung, sang) that before.
18. Have you (saw, seen) it?
19. My bike is (broke, broken).
20. It has (took, taken) two hours for the car to be repaired.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-5 (continued)

ACTIVITY 5

1. She has (went, gone.)
2. She (ran, run) to the car.
3. You (did, done) a good job.
4. She has (ran, run) the best race.
5. I have (did, done) my work.
6. He has (did, done) that before.
7. They (went, gone) with us.
8. Who (did, done) that?
9. The car (ran, run) smoothly.
10. My cat has (ran, run) away.
11. We have (did, done) our best.
12. They have (went, gone) on a trip.
13. They (did, done) the same thing last year.
14. I (went, gone) with them last year.
15. She (did, done) her work well.

ACTIVITY 6

Answers will vary.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-5 (continued)

ACTIVITY 7

1. Have you (**gone**, **went**) to the doctor?
2. Have you (**forgot**, **forgotten**) to go to the doctor?
3. Mary (**broke**, **broken**) her leg.
4. She (**went**, **gone**) to the doctor, too.
5. Who (**saw**, **seen**) Mary?
6. You (**took**, **taken**) some medicine for your bad cold.
7. You (**knew**, **known**) how much medicine to take.
8. The doctor (**give**, **gave**) you the medicine.
9. Don't (**forgotten**, **forget**) what the doctor said.
10. He (**saw**, **seen**) you yesterday.
11. He (**knew**, **known**) you would come back next week.
12. Mary (**come**, **came**) to the doctor last week.
13. He (**gave**, **given**) her medicine and directions.
14. She (**taken**, **took**) the medicine all week long.
15. She has (**went**, **gone**) to the doctor two times.
16. She (**brung**, **brought**) her brother with her.
17. He had (**drove**, **driven**) her to the doctor's office.
18. That's why her brother (**drove**, **driven**) her in his car.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD A-5 (continued)

ACTIVITY 8

1. Was your money (took, taken)?
2. Ellen (brung, brought) me the bill.
3. Who could have (stole, stolen) it?
4. Alex (wrote, written) the note.
5. Last week Ann (gave, give) me a new one.
6. Our car was (stole, stolen).
7. He has (ate, eaten) it all?
8. Ruth and Luke have (gone, went) to the game.
9. Mother (seen, saw) the fire.
10. She has (took, taken) a chance.
11. He (saw, seen) the fight last night.
12. The child had (growed, grown) six inches.
13. Clyde has (gone, went) to the office.
14. Has the water (frozen, froze)?
15. The dam finally (burst, burst).

ACTIVITY 9

1. b
2. c
3. b
4. c
5. c

WRITING STANDARD A-5 – EVALUATION I
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Write the correct form of the given irregular verb on your own paper.*

1. **eat** – We have ________________ the pizza.
2. **see** – They ________________ Martha walking down the road.
3. **freeze** – My hands and feet have ________________ .
4. **give** – Grandfather ________________ Carmen a birthday party.
5. **sing** – I wish the choir had ________________ "Promises."
6. **run** – Scott ________________ to 2nd. base.
7. **sink** – The "Titanic" ________________ in the ocean.
8. **drive** – We ________________ over 50 miles to the college.
9. **come** – My best friend ________________ to dinner last night.
10. **write** – I wish Daddy had ________________ to me about it.
11. **wear** – I have ________________ the same shoes all week.
12. **steal** – Darth Vader ________________ the space ship.
13. **do** – I have ________________ my homework.
14. **ride** – The family had ________________ for six hours.
15. **bring** – Please ________________ your books to class.

WRITING STANDARD A-5 – EVALUATION II

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Write the correct verb form shown in the parentheses on your own paper.*

1. I **(saw, seen)** an interesting movie last night.
2. Have you **(saw, seen)** the snow?
3. We **(saw, seen)** Yosemite Falls.
4. I have never **(saw, seen)** an alligator.
5. Mary **(took, taken)** fresh strawberries to school.
6. Many movie picture stories are **(took, taken)** from popular books.
7. We have **(took, taken)** a lease on a new house.
8. My three sisters have **(went, gone)** to Chicago.
9. Mother **(went, gone)** to the supermarket.
10. My parents have **(went, gone)** to the football game.
11. All of our lights have **(went, gone)** out.
12. All of us **(went, gone)** to see "The Empire Strikes Back".
13. I have **(wrote, written)** the ten letters.
14. Sandra **(wrote, written)** the biographical sketch.
15. This newspaper had been **(wrote, written)** by hand.

WRITING STANDARD A-5 – EVALUATION III
USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: *Write the correct verb form shown in the parentheses on your own paper.*

1. Work has **(began, begun)** on the new building.
2. Suddenly a thunderstorm **(began, begun)** to rumble.
3. It **(began, begun)** to snow.
4. We have **(began, begun)** our summer school classes.
5. We **(did, done)** the dishes together.
6. I have **(did, done)** the impossible.
7. He **(did, done)** me a great favor.
8. All of your written work should be **(did, done)** carefully.
9. The baseball scores are **(gave, given)** over television.
10. The doctor **(gave, given)** us our presents this week.

WRITING STANDARD A-5 – EVALUATION IV

USE THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS

Student Directions: Copy the following chart on your own paper. Complete the chart below by filling in the past and past participle form for each listed verb.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
1. begin		
2. eat		
3. freeze		
4. come		
5. sing		
6. do		
7. fall		
8. swim		
9. seen		
10. write		

EVALUATION ANSWER KEY

WRITING STANDARD A-5

EVALUATION I

1. eaten
2. saw
3. frozen
4. gave
5. sung
6. ran
7. sunk
8. drove
9. came
10. written
11. worn
12. stole
13. done
14. ridden
15. bring

EVALUATION II

1. saw
2. seen
3. saw
4. seen
5. took
6. taken
7. taken
8. gone
9. went
10. gone
11. gone
12. went
13. written
14. wrote
15. written

EVALUATION III

1. begun
2. began
3. began
4. begun
5. did
6. done
7. did
8. done
9. given
10. gave

EVALUATION IV

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
1. begin	began	have begun
2. eat	ate	have eaten
3. freeze	froze	have frozen
4. come	came	have come
5. sing	sang	have sung
6. do	did	have done
7. fall	fell	have fallen
8. swim	swam	have swum
9. see	saw	have seen
10. write	wrote	have written

A-6: Write compound declarative sentences using appropriate English word order.

WRITING STANDARD A-6 – PREPARATORY SHEET 1
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

TEACHER DIRECTED

EXPLANATION: A simple declarative sentence is a statement of fact containing a subject and a verb. Often simple declarative sentences are too short and choppy. Sometimes a longer, compound declarative sentence is more interesting. To make a compound declarative sentence, combine two or more simple sentences with conjunctions or connectors [**and**, **or**, **nor**, **but**].

Examples:

1. a. I enjoy horseback riding at camp. The food at camp is good.
   b. At camp I enjoy horseback riding, and the food is good.
2. a. Basketball is fun. I like bowling better.
   b. Basketball is fun, but I like bowling better.

Remember:

1. The two or more sentences that are joined together to form a compound declarative sentence must be **related** to the **same subject**.
2. Be sure to put a **comma** before the conjunction in a compound sentence.
3. Use the conjunctions **and**, **or**, **nor**, and **but** to join the two sentences.

WRITING STANDARD A-6 – PREPARATORY SHEET 2
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

TEACHER DIRECTED

EXPLANATION: A compound sentence is composed of two or more related simple sentences. When these simple sentences are combined into one compound sentence, they are called independent clauses. These independent clauses are usually joined by conjunctions: and, or, nor, but.

A simple sentence may have compound subjects and verbs. Also, a compound sentence may have compound subjects and verbs.

Example:

SIMPLE SENTENCE

s s v v

Bill and Jo increased their speed and passed the other runner.

COMPOUND SENTENCE

s s v v s

Bill and Jo increased their speed and passed the other runners, but Terry

s v

and Marty won the race.

WRITING STANDARD A-6 – ACTIVITY SHEET 1
WRITE COMPOUND DECLARATIVE SENTENCES USING
APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Read the following declarative sentences. Write CP if the sentence is compound and S if the sentence is simple. Use your own paper.*

1. The movie monster was very large.

2. The TV program was seen by millions of people,but the program was cancelled.

3. Terry had a good time.

4. These pictures and drawings are excellent,but they do not belong in an art gallery.

5. You sing,and I'll dance.

6. Boxing and wrestling are dangerous sports.

7. We can go to the beach,or we can go roller skating.

8. Sally will not forget,nor will Stacy forget.

9. I waited for you,but you never came.

10. We watched the hamburgers and the hotdogs.

WRITING STANDARD A-6 – ACTIVITY SHEET 2
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Identify the compound declarative sentences. Write the letter of the correct answer on your own paper.*

1. a. Are you going to go roller skating?
   b. The price was high, but I had enough money.
   c. John and his mother laughed and laughed.
   d. "Soap" is a popular television show.

2. a. Sam finished the dishes quickly.
   b. Reggie and Cassandra dusted the furniture and cleaned the windows.
   c. The movie was long and confusing.
   d. I love candy, and I am going to buy some more.

3. a. Many people talk a lot, but they say nothing.
   b. The little old lady cried.
   c. We enjoyed the bananas and watermelon.
   d. Maybe you will go with me.

4. a. A penny saved is a penny earned.
   b. I will finish the job, or you can hire someone else to do it.
   c. A friend will listen to your problems.
   d. Gold and silver are beautiful and valuable.

5. a. It is very important to read good books.
   b. I jogged for two miles, but I was not tired.
   c. It is fun to travel to many states.
   d. My cousin plays golf with Tom Watson.

WRITING STANDARD A-6 – ACTIVITY SHEET 3
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

A) *Student Directions:* *Write the following compound declarative sentences on your own paper. Underline the subject once and the verb twice.*

Example: You go and I will stay home.

1. I need a pen or pencil for the test,but I do not need paper.
2. Tim, Kevin and Daniel hit homeruns,and the crowd cheered wildly.
3. Either Dad will go to the hospital to visit,or John will go.
4. Annie is still sleeping,but I will awaken her, now.
5. Jessie James is our black cat,and he loves to eat and purr.

B) *Student Directions:* *Write five compound declarative sentences using appropriate English word order. Underline the subjects once and the verbs twice.*

WRITING STANDARD A-6 – ACTIVITY SHEET 4
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Write ten (10) compound declarative sentences using appropriate English word order on your own paper. Circle the conjunction.*

Example: 1. a. The whistle blew.
The drums rolled.
The crowd cheered.

1. b. The whistle blew, the drums rolled, and the crowd cheered.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

WRITING STANDARD A-6 – ACTIVITY SHEET 5

WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Rewrite each of the following sets of sentences into one compound declarative sentence. You may combine parts of sentences or whole sentences, joining them together with conjunctions.*

1. a. Sports cars are impractical.
   b. They look good.
   c. People buy them.

2. a. It was warm.
   b. It was summer.
   c. It was Saturday.
   d. We went to the park for a picnic.

3. a. We had pizza.
   b. We had cold drinks.
   c. We went home at midnight.

4. a. Terry had a good time.
   b. I had a good time.
   c. Alan did not enjoy himself.

5. a. The movie monster was huge.
   b. The movie monster was very ugly.
   c. The people were afraid of it.
   d. It didn't mean any harm.

6. a. It might have been Tom.
   b. But Sally is not sure.

7. a. We watched the hamburgers and the hotdogs.
   b. They were sizzling on the grill.
   c. Our mouths watered.

8. a. The twenty demonstraters marched by.
   b. People watched.
   c. The people were curious.

9. a. I found the secret messages.
   b. I was frightened by the noise.

10. a. Anna heard the guitar music.
    b. She groaned.
    c. She turned off the radio.

ACTIVITY ANSWER KEY

WRITING STANDARD A-6

ACTIVITY 1

1. S
2. CP
3. S
4. CP
5. CP
6. S
7. CP
8. CP
9. CP
10. S

ACTIVITY 2

1. b
2. d
3. a
4. b
5. b

ACTIVITY 3

A. 1. I need a pen or pencil for the test but I do not need paper.

2. Tim, Kevin and Daniel hit homeruns and the crowd cheered wildly.

3. Either Dad will go to the hospital to visit or John will go.

4. Annie is still sleeping but I will awaken her, now.

5. Jessie James is our black cat and he loves to eat and purr.

B. Answers will vary.

ACTIVITY 4

Answers will vary.

ACTIVITY 5

Answers will vary.

WRITING STANDARD A-6 – EVALUATION I
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Write each of these compound declarative sentences on your own paper. Underline the subjects once, verbs twice and circle the conjunction which joins the sentences together.*

Example: Nancy flew on the plane but she was not airsick.

1. The quarterback threw a pass,but the fullback missed it.

2. Our chess club is small, but it is growing.

3. I want a new motorcycle,and I want a helmet.

4. We will either meet you at the airport,or we will meet you at the train station.

5. In Florida the temperature is often high,and the humidity is low.

WRITING STANDARD A-6 – EVALUATION II
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Make a four column chart. Label it:* **Compound Declarative Sentence; Subject/Verb; Conjunction and Subject/Verb.** *For each of the following sentences, fill in the appropriate column.*

Example:

Compound Declarative Sentence	Subject/Verb	Conjunction	Subject/Verb
1. Donna went, but I stayed.	Donna/went	but	I/stayed
2. Willie Mays was elected to the Hall of Fame, and he was thrilled.	Willie Mays/ was elected	and	he/was

1. Lori bought new shoes, but they hurt her feet.

2. The California forests are very dry, and everyone worries about fires.

3. The food must be eaten, or it will spoil.

4. Sammy Davis, Jr. is very talented, and he is always cheerful.

5. Kathy had braces, but her teeth are not straight.

6. Scott sneezed and coughed all the time, but he would not take his medicine.

WRITING STANDARD A-6 – EVALUATION III
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Choose the compound declarative sentence. Write the letter of the correct answer on your own paper.*

1. a. Pat and Bob walked together.
   b. Beth washed the dishes, and John dried them.
   c. Jill went with Sue and Ann to the store.
   d. Erin went on a vacation to New York City for a week.

2. a. The bike hit a bump and skidded down the road.
   b. My teacher assigned a lot of homework, but I will finish by 8:00.
   c. Doris picked and cleaned the berries.
   d. The job required too much patience.

3. a. The astronaut walked on the moon, and his wife watched him on TV.
   b. The doctor told my mother to rest and eat good food.
   c. Thd dog and cat ate their dinners quickly.
   d. The cast on my leg kept me from moving around.

4. a. I need a pen or pencil for the test.
   b. Ms. Johnson wanted bread and cheese for the party.
   c. Sue will call the Jacksons today, and I will visit them tomorrow.
   d. The election was held at the auditorium.

5. a. I am so tired of your excuses.
   b. It is very hard to think when there is noise.
   c. Thanksgiving is a family holiday and a national holiday too.
   d. It rained all day, and we couldn't have the picnic.

WRITING STANDARD A-6 – EVALUATION IV
WRITE COMPOUND DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER

Student Directions: *Write 10 compound declarative sentences using appropriate English word order. Underline the subjects once, the verbs twice and circle the conjunction which joins the sentences together. Use your own paper.*

Example: Donald and his father like to fish but they like baseball even better.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

EVALUATION ANSWER KEY

WRITING STANDARD A-6

EVALUATION I

1. The quarterback threw a pass, but the fullback missed it.
2. Our chess club is small, but it is growing.
3. I want a new motorcycle, and I want a helmet.
4. We will either meet you at the airport, or we will meet you at the train station.
5. In Florida the temperature is often high, and the humidity is low.

EVALUATION II

SENTENCE	SUBJECT/VERB	CONJUNCTION	SUBJECT/VERB
1. x	Lori/bought	but	they/hurt
2. x	forests/are	and	everyone/worries
3. x	food/must be eaten	or	it/will spoil
4. x	Sammy Davis Jr./is	and	he/is
5. x	Kathy/had	but	teeth are
6. x	Scott/sneered, coughed	but	he/would take

EVALUATION III

1. b
2. b
3. a
4. c
5. d

EVALUATION IV

Answers will vary.

WRITING STANDARD--B: The student will organize objects and information into logical groupings and orders.

B-7: Group words or objects which are similar.

WRITING STANDARD B-7 – PREPARATORY SHEET 1
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

TEACHER DIRECTED

EXPLANATION: To be a good thinker you must be able to put pieces of information together that are related.

When we place things into certain groups, there has to be something about those things that are alike. Let's look at a few examples.

a. **Blue, red, orange, green can be categorized as colors.**

b. **Three, five, two, four can be categorized as numbers.**

c. **Row, show, sow, tow can be categorized as representing one "ow" sound.**

d. ♩, 𝅝, ♪, 𝅗𝅥 **can be categorized as musical notes.**

WRITING STANDARD B-7 – PREPARATORY SHEET 2
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

TEACHER DIRECTED

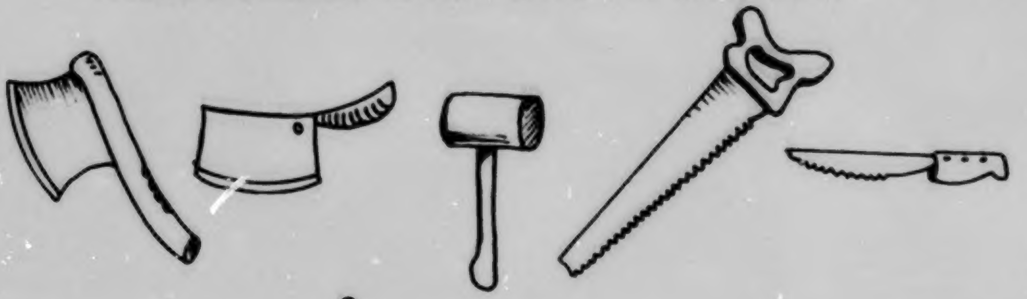
EXPLANATION: To identify words or objects which are similar, it is necessary to find the one thing that all the words or objects have in common.

If you were to see the five words or objects below, could you tell which four are similar? Could you tell why the word you did not choose is not similar to the others?

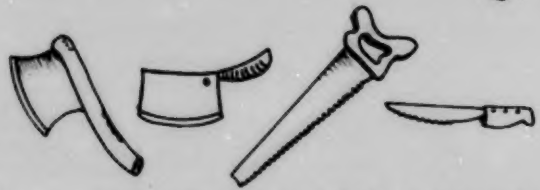
Example: CHRISTMAS EASTER PASSOVER COLUMBUS DAY HANUKKAH

Answer: Christmas, Easter, Passover, and Hanukkah are similar because all are religious holidays. Columbus Day is different because it is a national holiday.

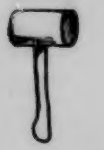
Example:



Answer:



are similar because all are cutting tools.



is different because it is a hammering tool.

WRITING STANDARD B-7 – ACTIVITY SHEET 1
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: *Below are ten categories. Under each category there are five words. Write the letter of the word that does not belong in each category.*

1. **PETS**

a. dog
b. cat
c. bird
d. rock
e. hamster

2. **TOOLS**

a. saw
b. hammer
c. drill
d. screwdriver
e. chair

3 **CITIES**

a. New York City
b. Chicago
c. Florida
d. San Francisco
e. Tallahassee

4. **FRUITS**

a. celery
b. apple
c. pear
d. banana
e. peach

5. **ABBREVIATIONS**

a. a.m.
b. p.m.
c. May
d. B.C.
e. A.D.

6. **STATES**

a. Florida
b. Orlando
c. Vermont
d. Georgia
e. Alabama

7. **INSTRUMENTS (MUSICAL)**

a. violin
b. guitar
c. cup
d. drums
e. piano

8. **ISLANDS**

a. Iceland
b. Cuba
c. Greenland
d. Haiti
e. France

9. **ANIMALS (MAMMALS)**

a. bear
b. fox
c. frog
d. wolf
e. coyote

10. **CLOTHING**

a. shirt
b. tie
c. pants
d. skirt
e. necklace

WRITING STANDARD B-7 – ACTIVITY SHEET 2

GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: ***Read the five words in each box. Place a check mark next to the words that belong in the same category. On the line above the words, name the category that tells how you would classify the four words you checked. The first one is done for you.***

1. CROPS

a. sugar ✓
b. house
c. cotton ✓
d. tobacco ✓
e. coffee ✓

2. ______________

a. red
b. yellow
c. grass
d. blue
e. green

3. ______________

a. doctor
b. mechanic
c. lawyer
d. cousin
e. secretary

4. ______________

a. dictionary
b. almanac
c. atlas
d. encyclopedia
e. desk

5. ______________

a. Germany
b. Dallas
c. Canada
d. Japan
e. Peru

6. ______________

a. November
b. March
c. Rose
d. May
e. June

7. ______________

a. twelve
b. seventeen
c. twenty-one
d. money
e. forty

8. ______________

a. gallon
b. ounce
c. dozen
d. liter
e. quart

9. ______________

a. blanket
b. sheet
c. socks
d. pillow cases
e. mattress pad

10. ______________

a. refrigerator
b. freezer
c. stove
d. dishwasher
e. washer/dryer

WRITING STANDARD B-7 – ACTIVITY SHEET 3
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: *Below are two partial outlines with the main headings given. Above each outline is a list of subheadings. Read the items listed and then write each item on a line below the main heading to which it is related. In formal outlines the first letter of each subheading is written as a capital letter.*

Squash
Peaches
Pears
Broccoli
Collard Greens
Turnips
Plums
Oranges

A. **I.** **Vegetables**

A. ____________
B. ____________
C. ____________
D. ____________

II. **Fruits**

A. ____________
B. ____________
C. ____________
D. ____________

Peaks
Sand
Shells
Timberline
Valleys
Surf
Snow
Tide

B. **I.** **Seashore**

A. ____________
B. ____________
C. ____________
D. ____________

II. **Mountains**

A. ____________
B. ____________
C. ____________
D. ____________

WRITING STANDARD B-7 – ACTIVITY SHEET 4

GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: *Copy the three headings below onto a sheet of notebook paper. Place the words listed under the proper heading.*

HEADINGS:

VEGETABLES **FRUIT** **MEAT**

ham
lemon
corn
potatoes
pineapple
beans
onions
carrots

peas
hot dogs
orange
pear
lettuce
chicken
apple
watermelon

turnips
hamburger
peach
steak
lamb
fish
grapes
pork chops

ACTIVITY ANSWER KEY

WRITING STANDARD B-7

ACTIVITY 1

1. d
2. e
3. c
4. a
5. c
6. b
7. c
8. e
9. c
10. e

ACTIVITY 2

1. crops: a, c, d, e
2. colors: a, b, d, e
3. occupations: a, b, c, e
4. reference books: a, b, c, d
5. foreign countries: a, c, d, e
6. months of year: a, b, d, e
7. numbers: a, b, c, e
8. liquid measure: a, b, d, e
9. bedclothes: a, b, d, e
10. kitchen appliances: a, b, c, d

ACTIVITY 3A

I. Vegetables: Squash, Broccoli, Collard Greens, Turnips, (any order)
II. Fruits: Pears, Peaches, Plums, Oranges, (any order)

ACTIVITY 3B

I. Seashore: Sand, Shells, Surf, Tide, (any order)
II. Mountains: Peaks, Timber line, Valleys, Snow, (any order)

ACTIVITY 4

VEGETABLES	FRUIT	MEAT
corn	lemon	ham
potatoes	pineapple	hot dogs
beans	orange	chicken
onions	pear	steak
carrots	apple	lamb
peas	watermelon	fish
lettuce	peach	pork chops
turnips	grapes	

WRITING STANDARD B-7 – EVALUATION I

GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: ***Write the letter of the word that doesn't belong in each group. Use your own paper.***

1.
- **a.** **chair**
- **b.** **table**
- **c.** **napkin**
- **d.** **stool**

2.
- **a.** **tea**
- **b.** **coffee**
- **c.** **milk**
- **d.** **chocolate**

3.
- **a.** **rope**
- **b.** **cotton**
- **c.** **wool**
- **d.** **velvet**

4.
- **a.** **oak**
- **b.** **tree**
- **c.** **pine**
- **d.** **maple**

5.
- **a.** **daisy**
- **b.** **violet**
- **c.** **pumpkin**
- **d.** **rose**

6.
- **a.** **cake**
- **b.** **cookies**
- **c.** **candy**
- **d.** **fruit**

7.
- **a.** **tie**
- **b.** **hat**
- **c.** **shirt**
- **d.** **suit**

8.
- **a.** **face**
- **b.** **ears**
- **c.** **nose**
- **d.** **eyes**

9.
- **a.** **love**
- **b.** **kiss**
- **c.** **hate**
- **d.** **pity**

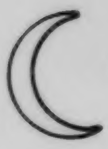
10.
- **a.** **English**
- **b.** **Spanish**
- **c.** **France**
- **d.** **German**

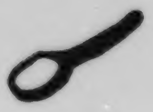
WRITING STANDARD B-7 – EVALUATION II

GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: *Look at the two pictures in each box. Decide which vowel sound each one represents. Look at the words below the pictures. Write on a piece of notebook paper all the words which have the same vowel sound as in the pictures.*

1.

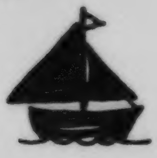


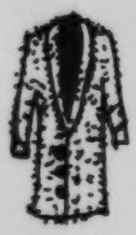


(Spoon)

do
grow
blue
food
out
rule
cook
you

2.

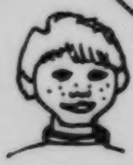


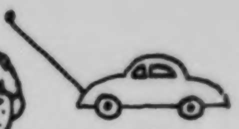


(Coat)

how
own
cold
toe
dough
down
now
could

3.

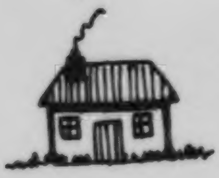


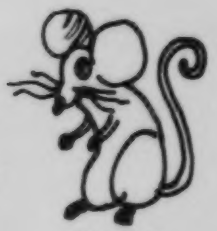


(Toy)

voice
lion
point
your
who
joy
noise
coy

4.

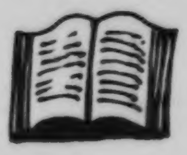


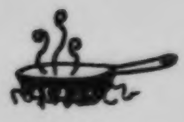


(Mouse)

bowl
thought
now
count
found
wood
brown
cow

5.

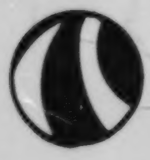


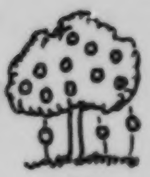


(Cook)

look
foot
too
sound
could
stood
soon
wood

6.





(Fall)

blew
draw
caught
call
tail
tall
walk
touch

WRITING STANDARD B-7 – EVALUATION III
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

Student Directions: ***Below is a partial outline with the main headings given. Above each section of the outline is a subheading. Place each word below under the proper subheading.*** **Remember in a formal outline the first letter of each subheading is written as a capital letter.**

Sweet
Sky
Click
Tart
Sun
Whine
Singing
Lightning
Sunrise
Salty
Cold
Painting
Roar
Spicy
Squeak
Sour
Honk
Clown

I. SOUNDS

A. ____________
B. ____________
C. ____________
D. ____________
E. ____________
F. ____________

II. SIGHTS

A. ____________
B. ____________
C. ____________
D. ____________
E. ____________
F. ____________

III. TASTES

A. ____________
B. ____________
C. ____________
D. ____________
E. ____________
F. ____________

WRITING STANDARD B-7 – EVALUATION IV
GROUP WORDS OR OBJECTS WHICH ARE SIMILAR

A) *Student Directions:* *Place the following words under the proper headings:*

1. tree, floor, roof, bush, grass

HEADINGS: HOUSE GARDEN

2. crop, deposit, teacher, barn, farmer, teller, learning, savings, library

HEADINGS: FARM SCHOOL BANK

3. fur, perch, leaves, beast, bud, fly, flowers, feathers, green, bear, chirp, livestock

HEADINGS: ANIMALS PLANTS BIRDS

B) *Student Directions:* *Write the word from each series that doesn't belong. Use your own paper.*

1. Sally, Mary, John, Sue
2. skirt, blouse, boat, shirt, coat
3. picture, book, magazine, newspaper
4. eagle, robin, canary, ostrich
5. chair, table, house, rug

EVALUATION ANSWER KEY

WRITING STANDARD B-7

EVALUATION I

1. napkin
2. chocolate
3. rope
4. tree
5. pumpkin
6. fruit
7. suit
8. face
9. kiss
10. France

EVALUATION II

1. do, blue, food, rule, you
2. own, cold, toe, dough, now
3. voice, point, joy, noise, coy
4. now, count, found, brown, cow
5. look, foot, could, stood, wood
6. draw, caught, call, tall, walk

EVALUATION III

I.	SOUNDS	II.	SIGHTS	III.	TASTES
A.	Click	A.	Sky	A.	Sweet
B.	Whine	B.	Sun	B.	Tart
C.	Singing	C.	Lightning	C.	Salty
D.	Roar	D.	Sunrise	D.	Cold
E.	Squeak	E.	Painting	E.	Spicy
F.	Honk	F.	Clown	F.	Sour

EVALUATION IV

1.	HOUSE	GARDEN	
	floor	tree	
	roof	bush	
		grass	
2.	FARM	SCHOOL	BANK
	crop	teacher	deposit
	farmer	learning	teller
	barn	library	savings
3.	ANIMALS	PLANTS	BIRDS
	fur	leaves	perch
	beast	bud	fly
	bear	flowers	chirp
	live stock	green	feathers

B.

1. John
2. boat
3. picture
4. tree
5. house

B-8: Generate headings for groups of similar words or objects.

WRITING STANDARD B-8 – PREPARATORY SHEET 1
GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

TEACHER DIRECTED

EXPLANATION: When we group certain words or objects together, we are arranging them into categories according to the things about them that are similar. For example, if we see the words north, west, east, and south, we say to ourselves, "These are directions like the ones we would find on a map." Therefore, we have already categorized these words under the heading **"DIRECTIONS"** without actually realizing what we have done. If we see the words guitar, drums, saxophone, and clarinet we know these are musical instruments. Again, without realizing it, we have categorized the words correctly under the heading **"MUSICAL INSTRUMENTS."**

When you do research and you organize pieces of information into different categories, you are using this skill. Without this type of organization and grouping an oral or written report would jump from one idea to another and back again, and it would probably make no sense. Therefore, grouping words and objects is a very valuable skill to practice and master.

WRITING STANDARD B-8 – PREPARATORY SHEET 2
GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

TEACHER DIRECTED

EXPLANATION: Keep in mind that the heading you give a group of words or objects must reflect the one thing that they all have in common. Let's look at these examples and try to determine why they are alike and what type of heading we would place them under.

Example: Stove, Refrigerator, Sink, Dishwasher

Think: All these items are found in the kitchen.

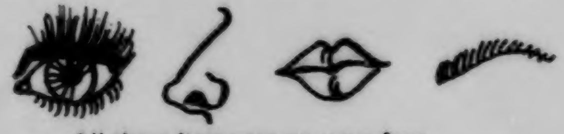
Possible Heading: KITCHEN APPLIANCES

Example: You, Drew, Blue, Do

Think: All these items have the long U sound.

Possible Heading: LONG "U" WORDS

Example:



Think: All these items are on your face.

Possible Heading: FACIAL FEATURES

Example: Disco, Jazz, Ballet, Tap

Think: All these words describe types of dancing.

Possible Heading: TYPES OF DANCING

Example: Pencil, Pen, Chalk, Crayon

Think: All these items are tools to write with.

Possible Heading: WRITING TOOLS

WRITING STANDARD B-8 – ACTIVITY SHEET 1
GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Write a heading for each group of words. Use your own paper.*

1. ______________

drum
violin
trumpet
clarinet
guitar

2. ______________

Monday
Tuesday
Saturday
Friday
Sunday

3. ______________

hot
foggy
cloudy
rainy
clear

4. ______________

autumn
spring
summer
winter
fall

5. ______________

puppy
kitten
calf
colt
duckling

6. ______________

football
track
hockey
baseball
basketball

7. ______________

"Happy Days"
"Good Times
"Sanford and Son"
"Archie's Place"
"Mork and Mindy"

8. ______________

rose
daisy
violet
lily
orchid

9. ______________

smell
feel
taste
see
hear

10. ______________

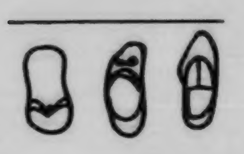
saw
wrench
hammer
screwdriver
plier

WRITING STANDARD B-8 – ACTIVITY SHEET 2

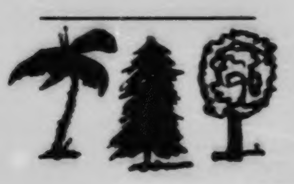
GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: ***Look at the pictures below and decide how you would title or head each group of pictures. Write answers on your own paper.***

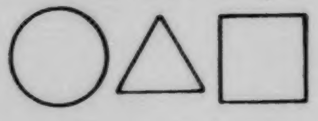
1. ____________



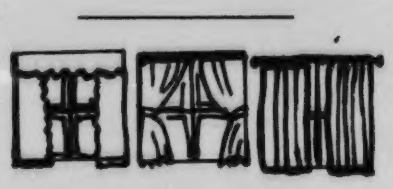
2. ____________



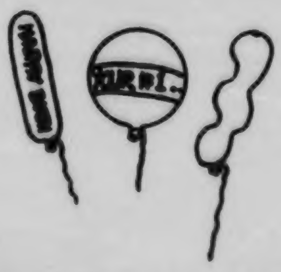
3. ____________



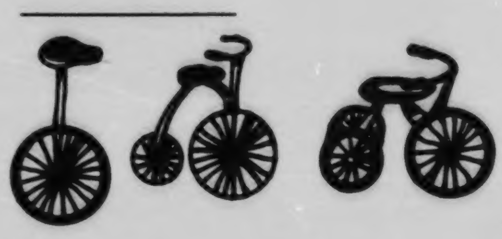
4. ____________



5. ____________



6. ____________



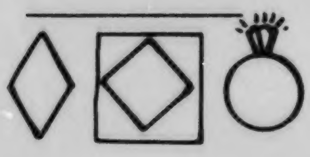
7. ____________

A C Q

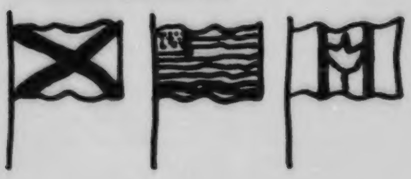
8. ____________

3 5 9

9. ____________



10. ____________



WRITING STANDARD B-8 – ACTIVITY SHEET 3

GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: ***Look at each list of words below. Decide which vowel sound appears in each word in each list. Write the vowel sound you hear on your own paper.***

1. ____________

grow
no
show
rope
soap

2. ____________

crew
do
true
through
debut

3. ____________

stay
neighbor
cradle
aid
straight

4. ____________

under
sun
above
cub
love

5. ____________

read
see
be
leader
beneath

6. ____________

hide
blind
behind
crime
sky

7. ____________

said
bed
element
credit
every

8. ____________

path
mat
craft
after
at

9. ____________

stock
oblong
pot
blotter
hot

10. ____________

in
slim
print
skill
sick

WRITING STANDARD B-8 – ACTIVITY SHEET 4

GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Write a heading for each group of words. Use your own paper.*

1. ____________

Little Women
National Velvet
Treasure Island
Black Beauty
Pride and Prejudice

2. ____________

Korea
Japan
China
Viet Nam
Cambodia

3. ____________

Trenton
Tallahassee
Atlanta
Raleigh
Austin

4. ____________

Joan Rivers
Johnny Carson
Richard Pryor
Steve Martin
John Belushi

5. ____________

Roosevelt
John F. Kennedy
Howell L. Watkins
Lantana
Conniston

6. ____________

N.Y. Jets
N.Y. Giants
Miami Dolphins
Atlanta Falcons
Pittsburgh Steelers

7. ____________

Boston Red Sox
Atlanta Braves
W.P.B. Expos
N.Y. Yankees
N.Y. Mets

8. ____________

shark
grouper
kingfish
snapper
flounder

9. ____________

crabs
shrimp
conch
lobsters
oysters

10. ____________

Kennedy
Nixon
Truman
Ford
Eisenhower

ACTIVITY ANSWER KEY

WRITING STANDARD B-8

ACTIVITY 1 (Answers may vary.)

1. Musical Instruments
2. Days of the Week
3. Types of Weather
4. Seasons of the Year
5. Baby Animals
6. Sports
7. T.V. Comedy Shows
8. Flowers
9. Senses
10. Tools

ACTIVITY 2 (Answers may vary.)

1. Geometric Shapes
2. Fish
3. Flowers
4. Glasses
5. Pots
6. Boots
7. Eyeglasses
8. Handbags
9. Chairs
10. Lamps

ACTIVITY 3

1. Long o
2. Long u
3. Long a
4. Short u
5. Long e
6. Long i
7. Short e
8. Short a
9. Short o
10. Short i

ACTIVITY 4 (Answers may vary.)

1. Novels (books)
2. Oriental Countries
3. State Capitals
4. Comedians (ennes)
5. Jr. High Schools in Palm Beach County
6. Football Teams
7. Baseball Teams
8. Fish
9. Shellfish
10. Former President of the U.S.

WRITING STANDARD B-8 – EVALUATION I

GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Write the proper headings for each list of words given below. Use your own paper.*

1. ______________

apple
pear
peach
grape
banana

2. ______________

robin
eagle
woodpecker
falcon
cardinal

3. ______________

car
truck
train
plane
bus

4. ______________

socks
shoes
tie
shirt
pants

5. ______________

cereal
milk
orange juice
eggs
bacon

6. ______________

sink
bathtub
shower
toothpaste
soap

7. ______________

noun
verb
adjective
pronoun
adverb

8. ______________

violin
cello
guitar
harp
viola

9. ______________

foot
hand
arm
neck
back

10. ______________

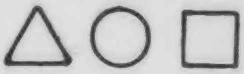
poodle
doberman
German shepherd
collie
fox terrier

WRITING STANDARD B-8 – EVALUATION II

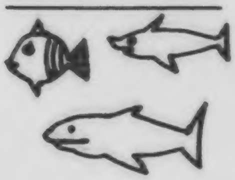
GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Look at the pictures below. Decide how you would head each group of pictures. Write your headings on your own paper.*

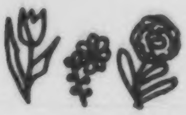
1. ____________



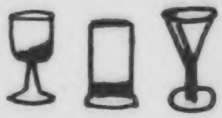
2. ____________



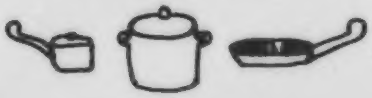
3. ____________



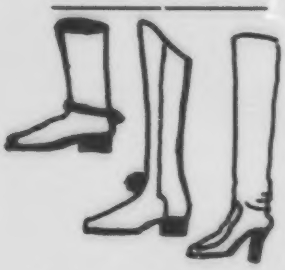
4. ____________



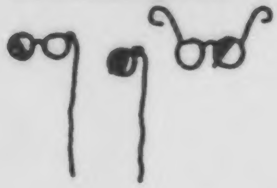
5. ____________



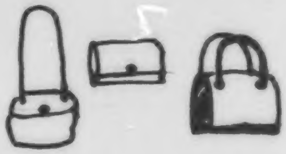
6. ____________



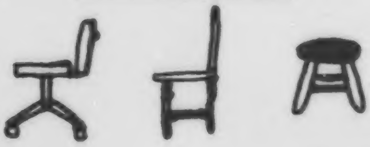
7. ____________



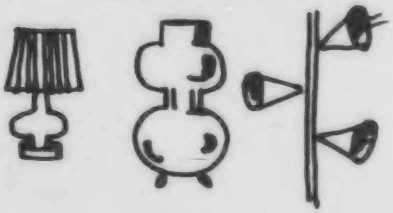
8. ____________



9. ____________



10. ____________



WRITING STANDARD B-8 – EVALUATION III

GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Read each list of words below. Decide which vowel sound appears in each word in each list. Write the vowel sound you heard on your own paper.*

1. ____________

drew
blue
due
brew
through

2. ____________

bat
math
raft
pat
bath

3. ____________

pride
cried
dry
hind
grind

4. ____________

son
club
mud
adult
up

5. ____________

go
throe
snow
grope
slow

6. ____________

creak
teach
read
seek
breed

7. ____________

mist
minute
skin
is
inn

8. ____________

excellent
bread
led
net
stretch

9. ____________

bay
weigh
strait
crate
great

10. ____________

oblong
otter
stop
drop
fog

WRITING STANDARD B-8 – EVALUATION IV

GENERATE HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS

Student Directions: *Write a heading for each group of words on your own paper.*

1. ____________

New York Knicks
Boston Celtics
Los Angeles Lakers
Atlanta Hawks
Philadelphia 76'ers

2. ____________

Bjorn Borg
Chris Evert
Jimmy Connors
Tracy Austin
John McEnroe

3. ____________

Yves St. Laurent
Gloria Vanderbilt
Calvin Klein
Jordache
Sassoon

4. ____________

"Grease"
"West Side Story"
"Annie"
"A Chorus Line"
"Sweeney Todd"

5. ____________

MacDonald's
Burger King
Burger Chef
Kentucky Fried Chicken
Wuv's

6. ____________

Pontiac
Chevrolet
Buick
Cadillac
Ford

7. ____________

Manhattan
Bronx
Queens
Brooklyn
Yonkers

8. ____________

Carribean
Mediterranean
Black
Baltic
Aegean

9. ____________

Sanka
Maxwell House
Chock Full o' Nuts
Folgers
Brim

10. ____________

Miller's Super Value
Grand Union
Pantry Pride
Winn Dixie
Publix

EVALUATION ANSWER KEY

WRITING STANDARD B-8

EVALUATION I (Answers may vary.)

1. Fruits
2. Birds
3. Transportation
4. Clothing
5. Breakfast
6. Things Found in a Bathroom
7. Parts of Speech
8. String Instruments
9. Parts of the Body
10. Dogs

EVALUATION II

1. Shoes
2. Trees
3. Cones
4. Curtains
5. Balloons
6. Cycles
7. Letters
8. Numbers
9. Diamonds
10. Flags

EVALUATION III

1. Long u
2. Short a
3. Long i
4. Short u
5. Long o
6. Long e
7. Short i
8. Short e
9. Long a
10. Short o

EVALUATION IV (Answers may vary.)

1. Basketball Teams
2. Tennis Pros
3. Clothing Designers
4. Musicals
5. Fast-Food Chains
6. Car Manufacturers
7. Boroughs of N.Y.
8. Oceans & Seas
9. Coffee Brands
10. Supermarkets

B-9: Write a story using an appropriate organizational pattern.

WRITING STANDARD B-9 – PREPARATORY SHEET 1
WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

TEACHER DIRECTED

Read the following passage aloud to your students.

After they had chosen their groceries carefully they took them to the checkout. Then they drove home. John and Mary decided to go grocery shopping yesterday. They unloaded the grocery bags from the car and put all the groceries away. They got into the car and drove to the nearest grocery store. They placed the groceries onto the conveyer belt and were checked out by the cashier. They entered the store, took a basket, and walked up and down the aisles choosing their groceries and placing them into the basket. The bagboy packed their groceries and loaded them into the car.

Ask your students the following questions:

Does the story make any sense? No! Why? **Because the events are out of order.** Sometimes we tend to write before we carefully organize our story. Above is an example of what can happen if we don't pre-plan our story action so that we reveal the events in the proper order. Do the following with your students.

1. Reread the story to the class.
2. Ask students to think about the correct, logical **sequence-of-events** which will illustrate the appropriate organizational pattern.
3. Number on the chalk board from 1-8 and have students choose the items to place in the correct order.
4. Now, read the passage in its correct form.

WRITING STANDARD B-9 – ACTIVITY SHEET 1
WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Rewrite the sentences in the proper order to create a story.*

1. 1. Nothing came out.
2. He pushed a button.
3. A man put a coin in a candy machine.
4. He shook the machine.

2. 1. Kevin said his backyard garden would be the best in town.
2. Nothing had been planted.
3. Later Kevin's backyard was full of weeds.
4. It rained for several weeks.

3. 1. The truck got stuck under a bridge.
2. A driver had a high truck.
3. He came to a low bridge.
4. The police arrived on the scene.

4. 1. She had forgotten to turn on the oven.
2. Later she opened the oven.
3. Sally was baking a cake.
4. She was careful to mix everything just right.

5. 1. When he got there it was closed.
2. The second store was open.
3. John walked to the store.
4. Then he went to another store.

WRITING STANDARD B-9 – ACTIVITY SHEET 2

WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Number the events in the order in which they must have occurred. The first example is done for you.*

A. 2 Population increases.
3 The demand for food exceeds the food supply.
1 Modern medicine saves lives

B. _____ Northern Texas has a warm climate and many job opportunities.
_____ The population of northern Texas increases rapidly.
_____ Northern Texas begins to run low in water supply.

C. _____ More people are able to afford cars.
_____ Ford develops a way to mass-produce cars in the 1920's.
_____ The cost of automobiles is reduced.

D. _____ Smoke and fog fill the air.
_____ Factories burn more fuel to produce more power.
_____ There is demand for greater production of factory goods.

E. _____ Mrs. Jones loses her job.
_____ Stanley Jones gets a job after school.
_____ The Jones'es are short on money.

WRITING STANDARD B-9 – ACTIVITY SHEET 3

WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Number the events in the order in which they must have occurred. The first example is done for you.*

F. _____ I read The Time Machine.
_____ I go to the library.
_____ Mr. Hernandez assigns a science fiction book report.

G. _____ Students are worried about pollution.
_____ Students bring bottles and cans to collection depots for recycling.
_____ The threat of pollution becomes known.

C. _____ People find that bikes are faster than cars at rush hour.
_____ Bikes become more popular for commuting to and from work.
_____ Traffic at rush hour is heavy and slow-moving.

D. _____ Mrs. Suzuki's guests are served.
_____ Miko rushes to the grocery store.
_____ Mrs. Suzuki asks Miko to make coffee for her guests.
_____ Miko finds that the coffee canister is empty.

J. _____ John gets the lead in the school play.
_____ John and P.J. try out for the lead in the school play.
_____ Auditions for the school play are announced.
_____ P.J. is disappointed.

WRITING STANDARD B-9 – ACTIVITY SHEET 4
WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Below is a story, but the events are not in the proper order. Rewrite the story on a sheet of notebook paper the way you think it should be written to make sense.* **Hint: The first sentence is marked for you.**

But no one would help. He tried rocking it out and then pushing it out – nothing worked. Was Dad ever relieved! He couldn't see a gas station, but there were some houses not too far away. But they helped push the car out of the bank instead. ① Last week my father was driving home from Oklahoma City when his car got stuck in a snowbank. Dad didn't like their looks and was afraid they were going to attack and rob him. Then a car stopped a short distance away and two young men got out. It was getting dark, and my dad was worried about how he was going to get home.

WRITING STANDARD B-9 – ACTIVITY SHEET 5
WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: ***Imagine that you are riding your bicycle along a street when a dog is hit by a car and badly injured. The car drives away, leaving the dog to whine in great pain. Write a story about what you would do then.***

ACTIVITY ANSWER KEY

WRITING STANDARD B-9

ACTIVITY 1

1.	2.	3.	4.	5.
3	1	3	5	2
2	2	1	3	4
1	3	2	1	1
4			2	3
			4	

ACTIVITY 2

A.	B.	C.	D.	E.
2	1	3	3	1
3	2	1	2	3
1	3	2	1	2

ACTIVITY 3

A.	B.	C.	D.	E.
3	2	2	4	3
2	3	3	3	2
1	1	1	1	1
			2	4

ACTIVITY 4

Last week my father was driving home from Oklahoma City when his car got stuck in a snowbank. He tried rocking it out and then pushing it —— nothing worked. He couldn't see a gas station, but there were some houses not far away. But no one would help. It was getting dark and my dad was worried about how he was going to get home. Then a car stopped a short distance away and two young people got out. Dad didn't like their looks and was afraid they were going to attack and rob him. But they helped him push the car out of the bank instead. Was Dad ever relieved!

ACTIVITY 5

Answers will vary. Look for sequential and logical order of events.

WRITING STANDARD B-9 – EVALUATION I
WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

A) *Student Directions:* *Choose the sentence which should be the* **last** *one in the story. Write the letter of that sentence on your own paper.*

1.
a. The suitcases were packed.
b. The Joneses left on their trip.
c. The Joneses were going on a trip.
d. John took the dog to a friend.
e. The suitcases were put in the car.

2.
a. The store looked neat and tidy.
b. Pete drove to his store.
c. Pete filled a bag with nails.
d. The door opened and his first customer entered.
e. He unlocked the door to the hardware store.

B) *Student Directions:* *Number the sentences in order so that they tell a story.*

3. _____ She put the baby to bed.
_____ Sally went to babysit.
_____ The parents came home.
_____ She fed the baby.
_____ She covered the baby.

4. _____ When they got to the lake, they drove around looking for a good campsite.
_____ The first evening they sat around the campfire and looked at the stars.
_____ The boys and Mr. Johnson set up the tents before the family did anything else.
_____ Before they got to the lake,they stopped to buy eggs and milk.

5. _____ A month before they went camping, Mr. Johnson ordered a new sleeping bag.
_____ "Boys, we're going camping in two weeks, so let's check the tent," said Mr. Johnson.
_____ Everyone packed his own suitcase the day before the family left for the lake.
_____ Sally and her mother bought canned goods a week before the camping trip.

WRITING STANDARD B-9 – EVALUATION II

WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *The following sentences are not arranged in order. Read each group of four sentences and number the sentences in the order each event happened. The sentence that starts the sequence is marked for you. Sentences should be numbered 1 through 4 in the first group, 5 through 8 in the second group, 9 through 12 in the third group, and 13 through 16 in the fourth group.*

A. _____ "You know what I wish?" he asked. "I wish it was August and we were all at the lake."
_____ Mrs. Carlson and the four children all interrupted at once, saying, "So do I."
_____ On a cold January morning, Mr. Carlson looked at the snow and sighed.
_____ Later that same day, they all sat down to make plans to camp at the Lake in August.

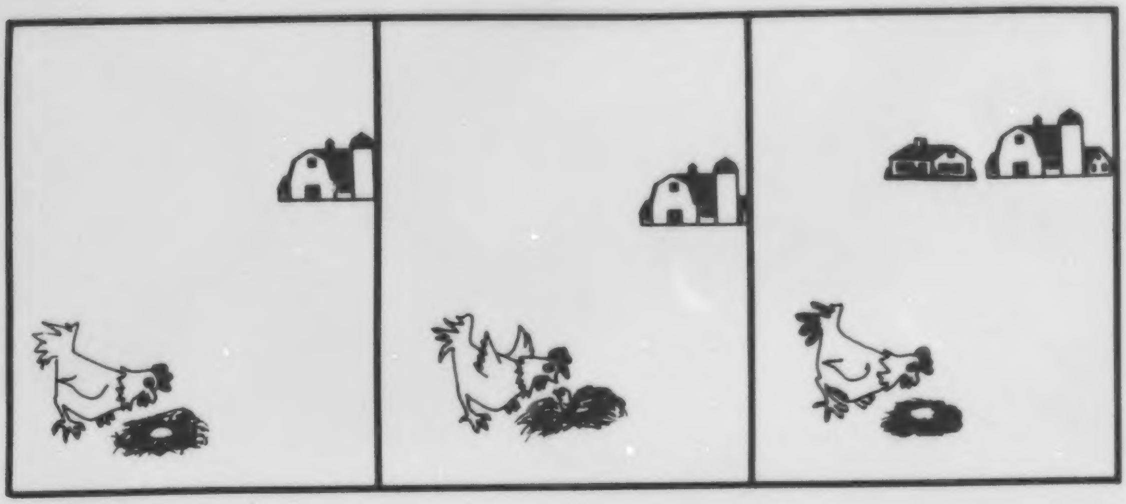
B. _____ A month before they went camping, Mr. Carlson bought a new sleeping bag.
_____ "Boys, we're going camping in three weeks, so let's check the tent," said Mr. Carlson.
_____ Everyone packed his own suitcase the day before the family left for the lake.
_____ Joan and her mother bought canned goods a week before the camping trip.

C. _____ When they got to the lake, they drove around looking for a good campsite.
_____ The first evening they sat around the campfire and looked at the constellations made by the stars.
_____ The boys and Mr. Carlson set up the tents before the family did anything else.
_____ Before they got to the lake, they stopped to buy eggs, milk, butter, and bread.

D. _____ The next morning, right after sun-up, the boys caught some lake trout.
_____ The four children went swimming and collected rocks before dinner.
_____ After the breakfast dishes were done, the Carlsons hiked up the mountain.
_____ Joan said, "We should have fish for breakfast more often."

WRITING STANDARD B-9 – EVALUATION III

WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN



Student Directions: *Above is a comic strip. Look carefully at the pictures to determine exactly what is happening in each block. Starting with the first box and working your way to the last, write a story (using the pictures to help you). Be sure it has a beginning, a middle, and an end.*

WRITING STANDARD B-9 – EVALUATION IV

WRITE A STORY USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Below is the beginning of a short story. Write an ending to the story. Be sure that your ending makes sense, and that you reveal the events in the order in which they should happen in the story.*

The day Joe Forte was cut from the basketball team, he consoled himself by doing experiments in the Twin Lakes High Chemistry lab. He poured rainbow-colored chemicals in test tubes. He stirred steaming pots of paste. He was hurt and angry – – and reckless.

"You're too short for basketball."

That's what Coach O'Brien had said, patting him kindly on the head. It meant that Mark Bulwicz – – Joe's bitter rival – – would win a spot as a center.

A cheer floated into the doorway. "Yeaaaaa, Mark!" Joe slammed down his book. Out the door his eye caught view of the practice with Mark making a basket from half-court.

Joe swung around angrily. His hand knocked over a beaker of green solution he had just mixed, splashing him to the elbow. Instantly he cried out. There was no pain, but all the wet area had disappeared ---- hand, wrist, shirt-sleeve! HOLY COW!

Joe felt his fingers. His flesh was there, but you couldn't see it, Half his arm had simply vanished. Reaching out blindly, he dumped a similar beaker of blue solution on the spot, It was the luckiest choice possible. Slowly, the flesh and shirt came back into view, He moved his hand. It was perfectly O.K. Joe sat down, trembling. "I've discovered a vanishing solution – and a restoring one." Moments later, he heard a faint shout again, "Yeaaaaaaaa, Mark!" Joe grinned. He poured more green solution into a beaker. Slowly he began to mix it . . . . . .

EVALUATION ANSWER KEY

WRITING STANDARD B-9

EVALUATION I

A. 1. B   2. D

B. 3.	4.	5.
3	2	1
1	4	2
5	3	4
2	1	3
4		

EVALUATION II

A.	B.	C.	D.
2	5	10	13
3	6	12	16
1	8	11	15
4	7	9	14

EVALUATION III

Stories will vary, look for clarity and sequential order of events.

EVALUATION IV

Answers will vary. Look for logical conclusions.

B-10: Write a set of simple directions or procedures using an appropriate organizational pattern.

WRITING STANDARD B-10 – PREPARATORY SHEET 1
WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

TEACHER DIRECTED

EXPLANATION: What would happen if you were baking a cake using a recipe and the recipe left out a step or gave the directions out of order? What would happen if you were trying to put together your little brother's or sister's toy on Christmas Eve, but the directions were so badly organized that you couldn't follow them?

Sometimes, you will be the person giving the directions. If you do not properly instruct people on how to do something or where to go, things could end up in quite a mess. Think about the last time your parents got angry when they couldn't find a house or store because they were given poor written directions. Think about the last time your mom asked Aunt Anna for a recipe, and Aunt Anna wrote, ... "Well, I use a dash of this and a pinch of that. Oh, and don't forget the butter. You be sure that when you give written directions that they are clear and organized. One step left out or in incorrect order can cause devastating effects.

WRITING STANDARD B-10 – PREPARATORY SHEET 2
WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

TEACHER DIRECTED

ACTIVITY:

I am going to write ten items on the board that most of you do every day. Choose one item you know enough about to write directions for. On a piece of notebook paper write instructions for doing this task. Be specific. Be organized. Don't leave out any steps. We'll be trying to follow some of your written directions in class, so be sure you are thorough.

TASK:

1. How to put on a jacket.
2. How to tie your shoes.
3. How to cut your meat.
4. How to brush your teeth.
5. How to wash your face.
6. How to make a phone call.
7. How to make a bed.
8. How to make a cup of tea.
9. How to set the dinner table.
10. How to make "Jell-o."

NOTE TO TEACHER: Upon completion of task, have a few students read their papers out loud while you try to follow the directions. The results are usually hilarious and prove by way of illustration that organization and specificity are of the utmost importance.

WRITING STANDARD B-10 – ACTIVITY SHEET 1

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Answer the following questions on your own paper.*

1. a. **What is the first thing your father or your mother does when she is going to drive the car?**
   b. **The second thing?**
   c. **The third thing?**

2. a. **What is the first thing you do when writing a letter to a friend?**
   b. **The second thing?**
   c. **The third thing?**

3. a. **What is the first thing you read in the newspapers?**
   b. **The second thing?**
   c. **The third thing?**

4. a. **What is the first thing you do when making a phone call?**
   b. **The second thing?**
   c. **The third thing?**

WRITING STANDARD B-10 – ACTIVITY SHEET 2

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Below are five labels that would go on pieces of clothing in order to give the buyer an idea of how to wash the clothing. The directions on these labels are out of order. Number them so that they are in the proper order.*

Label 1.

_____ Tumble dry.
_____ If drip dried, garment may require touch up in ironing.
_____ Machine wash.
_____ Remove from dryer promptly.

Label 2.

_____ Remove immediately from dryer.
_____ Machine wash in warm water and mild suds.
_____ DO NOT DRY CLEAN.
_____ Tumble dry at low setting.

Label 3.

_____ Tumble dry.
_____ Touch up with cool iron.
_____ Remove from dryer promptly.
_____ Machine wash warm; gentle cycle.

Label 4.

_____ Line dry.
_____ Touch up with warm iron.
_____ Hand wash separately.

Label 5.

_____ May be drip or machine dried.
_____ Wash by hand or machine.
_____ Rinse thoroughly.

WRITING STANDARD B-10 – ACTIVITY SHEET 3

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Below is a section of the kind of road map you might use when traveling by car. Study the map and the legend below it. Then answer the five questions on this page. Be sure to be clear when giving your directions.*

(INSERT MAP) *Basic Reading Skills* p. 157 *

1. **How would you get from Ft. Washington To Barkeley?**

2. **Give directions from San Carlos to Farmington.**

3. **What's the best way to get from Grand Junction to Liberty?**

4. **How does one get from Briggo to New London?**

5. **I want to go from Buena Vista to Cherokee. Give me simple directions.**

ACTIVITY ANSWER KEY

WRITING STANDARD B-10

ACTIVITY 1

Answers will vary.

ACTIVITY 2

1.	2.	3.	4.	5.
2	3	2	2	3
4	1	4	3	1
1	4	3	1	2
3	1	1		

ACTIVITY 3

1. U.S. Hwy. 32 west to U.S. Hwy. 93 south to State Hwy. 18 west.
2. State Hwy. 17 north to U.S. Hwy. 32 east to U.S. Hwy. 87 north to paved road east.
3. U.S. Hwy. 93 south to U.S. Hwy. 32 east to junction with State Hwy. 3.
4. State Hwy. 5 north to Interstate 1 west.
5. U.S. Hwy. 93 north to U.S. Hwy. 32 west to State Hwy. 19 north to paved road east.

WRITING STANDARD B-10 – EVALUATION I

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: ***Read the question. Choose the best answer. Write the letter of your answer on your own paper.***

1. **What would you do last at a basketball game?**

   a. Buy a ticket to the game.
   b. Watch the game.
   c. Leave the gym.
   d. Find a seat in the bleachers.

2. **What would you do first in cooking hot dogs?**

   a. boil hot dogs in hot water.
   b. take hot dogs out of hot water.
   c. take hot dogs out of package.
   d. put hot dogs into a bun.

3. **What is the second thing you would do when putting a band-aid on a skinned knee?**

   a. put band-aid on the knee.
   b. wash the knee with water.
   c. put some medicine on the knee.
   d. make sure the band-aid stays on knee.

4. **What would you do last when baking a cake?**

   a. add the milk.
   b. stir in the eggs.
   c. sift the flour.
   d. ice the cake.

5. **What is the third thing you would do when polishing the furniture?**

   a. wash the furniture.
   b. dry the furniture.
   c. buff the lemon oil or polish.
   d. apply the lemon oil or polish.

WRITING STANDARD B-10 – EVALUATION II

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Choose five out of the ten activities listed below. Give simple written directions on how to do each activity you have chosen.*

1. **Swimming Essentials**
2. **Jogging**
3. **Brushing your teeth**
4. **Baking a Cake**
5. **Sewing a hem**
6. **Putting on a jacket**
7. **Washing your face**
8. **Tying your shoes**
9. **Washing the dishes**
10. **Making the bed**

WRITING STANDARD B-10 – EVALUATION III

WRITE A SET OF SIMPLE DIRECTIONS OR PROCEDURES USING AN APPROPRIATE ORGANIZATIONAL PATTERN

Student Directions: *Below are five emergency situations. Under each situation are the steps that should be taken in that emergency. Number these steps in the proper order.*

A. CAR ACCIDENT THAT YOU SEE

_____ See if anyone is hurt
_____ Do your best to help those people involved until ambulance arrives.
_____ Call the police and/or ambulance.

B. SOMEONE CHOKING

_____ Make a fist with one hand and cup your other hand over it.
_____ From behind, grab the victim.
_____ Place your hands under the victim's rib cage in the center of his abdominal area.
_____ Push in and up quickly to eject the foreign matter.

C. BABY CRYING

_____ Check for feeding time and feed if necessary.
_____ Check to be sure the baby isn't injured.
_____ Check the baby's diaper and change if necessary.
_____ If nothing works and crying continues, call the doctor.

D. TOAST CAUGHT AND BURNING IN TOASTER

_____ Find something with which to remove toast.
_____ Unplug toaster.
_____ Let toaster cool off if you think it is necessary.
_____ Carefully remove toast from toaster.

E. CAR STUCK IN SAND OR MUD

_____ If rocking doesn't work, place something solid (boards or rocks) under rear wheels for traction.
_____ Slowly move car forward onto solid matter and back onto road.
_____ Try to rock car out by switching from forward to reverse rapidly.
_____ As a last resort, try to find people to help push you out of trap.

EVALUATION ANSWER KEY

WRITING STANDARD B-10

EVALUATION I

1. c
2. c
3. c
4. d
4. d

EVALUATION II

Answers will vary. Look for clarity and sequential order of events.

EVALUATION III

A.	B.	C.	D.	E.
2	3	3	3	2
3	1	1 or	1 or	3
1	2	2	2	1
	4	4	4	4

B-11: List information before writing.

WRITING STANDARD B-11 – PREPARATORY SHEET 1
LIST INFORMATION BEFORE WRITING

TEACHER DIRECTED

EXPLANATION: An outline is a list of the major and minor points of a subject. It is organized, clear, and well-ordered. An outline helps you organize your ideas on a particular subject. It is good practice to write an outline of the information you wish to write about before you actually do your writing. By doing an outline before you write, you are making sure that the things you want to write about are in order and that they make sense. Any piece of writing is greatly improved by writing an outline first.

There are four major types of outlines. An outline written when you take notes on a speaker's presentation is called an **ORDER OF PRESENTATION OUTLINE.** When you make an outline of something you have read, it is called an **ORDER OF IMPORTANCE OUTLINE.** When you have to make a speech and you make an outline of your important points, that is called a **SPEAKER'S OUTLINE.** The last type of outline, the one with which we are going to work in this unit, is the **WRITER'S OUTLINE.** In this outline you are going to deal with your own ideas and information and organize them so that you can use your outline to write your finished paper in an organized way.

WRITING STANDARD B-11 – PREPARATORY SHEET 2
LIST INFORMATION BEFORE WRITING

TEACHER DIRECTED

OUTLINING EXPLANATION (structure): In an outline, we list the important points we wish to make as well as the ideas and information which back up or support those ideas. Some of the information we list will be our own ideas and other information will be gathered from other sources. Always remember that it is better to make an orderly outline beforehand than to write a disorganized paper.

Example of an outline form.

I. _____
    A. _____
    B. _____

II. _____
    A. _____
    B. _____
    C. _____
        1. _____
        2. _____

III. _____
    A. _____
    B. _____
        1. _____
        2. _____
    C. _____

WRITING STANDARD B-11 – ACTIVITY SHEET 1
LIST INFORMATION BEFORE WRITING

Student Directions: *Below are four paragraphs. Under each paragraph is a mini-outline. Read each paragraph. Find the main idea and write it on the first line. Find the three supporting details and list them on the next three lines.*

I. People who live in the United States move around more than people in almost any other country in the world. The typical American moves about 14 times in his or her lifetime. The typical Briton moves about eight times. The typical Japanese moves about five times. The information, gathered from census bureaus around the world, did not give why Americans move more often than other people do.

Main Idea ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________

II. Lake Placid, New York, was a very good choice for the 1980 Winter Olympics. Many things needed for the games could be found in the town. Mount Van Hoevenberg had the only bobsled run in North America and it had Olympic cross-country skiing courses. Whiteface Mountain provided icy and difficult trails to test all the skiers. The village also had the ice arena used in the 1932 Winter Games. The games just before those in Lake Placid were held in Innsbruck, Austria.

Main Idea ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________

III. The first colonists in North America had a lot in common in terms of the hardships they had to face. However they had many different reasons for leaving their homelands to come to the New World to live. Some came to earn a living, which was impossible in the old country. Some people were looking for adventure. Others came to avoid religious persecution. Many came in hope of finding political freedom.

Main Idea ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________

IV. Clyde's boss was always calling him on the phone to make some request. Clyde would say OKAY to whatever was asked of him. He'd fix the roof. He'd take care of the swimming pool. He did what was asked of him regardless of the hour, the weather, or his health. Clyde's boss took advantage of him. But Clyde didn't think so. He'd say, "He's my boss and I should do what I'm asked."

Main Idea ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________
Supporting Detail ________________________________

WRITING STANDARD B-11 — ACTIVITY SHEET 2
LIST INFORMATION BEFORE WRITING

Student Directions: *Below are five statements. Write three supportive details or ideas for each statement.*

I. A little nervousness is good for you.

A. ______________________________

B. ______________________________

C. ______________________________

II. A mind is a terrible thing to waste.

A. ______________________________

B. ______________________________

C. ______________________________

III. Keeping a pet is a big responsibility.

A. ______________________________

B. ______________________________

C. ______________________________

IV. People who plan ahead will have better vacations.

A. ______________________________

B. ______________________________

C. ______________________________

V. A meal can taste good but look bad.

A. ______________________________

B. ______________________________

C. ______________________________

WRITING STANDARD B-11 – ACTIVITY SHEET 3
LIST INFORMATION BEFORE WRITING

Student Directions: *Listed below are five topics suitable for one-paragraph compositions. Each is followed by a list of points that might be used in developing the topics, but one of these points is less important or less closely related than the others, and should be left out. Read each group and decide which point to leave out. Write the letter of your answer on a piece of notebook paper.*

I. **Taking care of a pet**

A. Food needed by the pet
B. What animals make good pets
C. How often to feed the pet
D. How often to clean the pet

II. **First steps in skiing**

A. Reading about great skiers
B. Breaking in the skis
C. Controlling your movements
D. Choosing the correct equipment
E. Learning the zig-zag

III. **How to be a good baby-sitter**

A. Take something with you to do.
B. Don't eat or use anything without permission.
C. Check the baby from time to time to make sure it is sleeping and all right.
D. How much fun it is to telephone friends!
E. If you use the TV, keep the volume low.

IV. **Training to be a gymnast**

A. Disciplining the body by exercising
B. Famous gymnasts
C. Eating a proper diet
D. Developing new skills slowly
E. Working out on the parallel bars

V. **Improving your coin collection**

A. Knowing which coins are more valuable
B. Knowing people to trade with
C. Learning about the minting of coins
D. Specializing in the coins of one country

WRITING STANDARD B-11 – ACTIVITY SHEET 4
LIST INFORMATION BEFORE WRITING

Student Directions: *Write an outline for a report about a person. Find out these facts and place them in the outline below.*

I. Person
    A. Sex
    B. Age
    C. Name
    D. Birthdate
    E. Physical Characteristics
        1. Hair
        2. Eyes
        3. Skin color
        4. Height
        5. Weight
    F. Parents
        1. Father's name
        2. Mother's name

II. Special Person
    A. Personality
    B. Talents
    C. Special things done

ACTIVITY ANSWER KEY

WRITING STANDARD B-11

ACTIVITY 1

I. People who live in the United States move around more than people in almost any other country in the world.

The typical American moves about 14 times in his or her lifetime.

The typical Briton moves about eight times.

The typical Japanese moves about five times.

II. Lake Placid, New York, was a very good choice for the 1980 Winter Olympics.

Mount Van Hoevenberg had the only bobsled run in North American and it had Olympic cross-country skiing courses.

Whiteface Mountain provided icy and difficult trails to test all the skiers.

The village also had the ice arena used in the 1932 Winter Games.

III. However they had many different reasons for leaving their homelands to come the New World to live.

Some came to earn a living, which was impossible in the old country.

Some people were looking for adventure.

Others came to avoid religious persecution.

Many came in hope of finding political freedom.

IV. Clyde's boss took advantage of him.

He'd fix the roof.

He'd take care of the swimming pool.

He did what was asked of him regardless of the hour, the weather, or his health.

ACTIVITY 2

Answers will vary.

ACTIVITY 3

I. B
II. A
III. D
IV. B
V. C

ACTIVITY 4

Answers will vary.

WRITING STANDARD B-11 – EVALUATION I
LIST INFORMATION BEFORE WRITING

Student Directions: *Below are five topics on which you can write a paragraph. Using the outline form below each topic list a main idea and three supporting ideas that deal with this topic. If it helps, you may outline in complete sentences. Once you have outlined each topic, write a short paragraph on each one using the information in your outline.*

Topic I – Music

I.
   A.
   B.
   C.

Topic 2 – Reading

I.
   A.
   B.
   C.

Topic 3 – Summer Vacation

I.
   A.
   B.
   C.

Topic 4 – Getting the Most Out of School

I.
   A.
   B.
   C.

Topic 5 – My Favorite Food

I.
   A.
   B.
   C.

WRITING STANDARD B-11 – EVALUATION II
LIST INFORMATION BEFORE WRITING

Student Directions: *Read the statement. Write the letter of the best answer on your own paper.*

1. Which item would **not** be included in a report about birds?
   - a. type of birds
   - b. feeding needs of birds
   - c. cost of bird seed

2. Which item would **not** be included on a report about TV?
   - a. most popular programs
   - b. attendance at school dances
   - c. hours of programs

3. Which item would **not** be included in a report about school lunch?
   - a. price
   - b. book lists
   - c. menu

4. Which item would **not** be included in a report about mystery books?
   - a. well-known mystery writers
   - b. well-known mystery readers
   - c. well-known people

5. Which item would **not** be included in a report about under-the-sea?
   - a. names of famous airplane pilots
   - b. important people in underwater research
   - c. some discoveries under the sea

WRITING STANDARD B-11 – EVALUATION III
LIST INFORMATION BEFORE WRITING

(Continued)

Student Directions: *Read the statement. Write the letter of the best answer on your own paper.*

1. Which item would not be included in a report about cats?
    - a. things a cat needs
    - b. what types of pets do well in hot weather
    - c. how to train your cat properly

2. Which item would not be included in a report about restaurants?
    - a. where to catch lobster
    - b. menus
    - c. types of foods served in restaurants in Europe

3. Which item would not be included in a report about Egypt?
    - a. the great pyramids
    - b. the Nile River
    - c. how to find fossils

4. Which item would not be included in a report about germs?
    - a. eating habits of ants
    - b. how to control germs
    - c. what germs look like under a microscope

5. Which item would not be included in a report about ballet?
    - a. famous ballet dancers
    - b. famous ballet schools
    - c. famous disco dance teachers

WRITING STANDARD B-11 – EVALUATION IV
LIST INFORMATION BEFORE WRITING

Student Directions: *Using the information given in each Roman Numeral (I,II, III), fill in the supportive information needed. If it helps, you may outline in complete sentences. Once you have outlined each topic, write a short paragraph on each one using the information in your outline. Do all written work on your own paper.*

I. My Family

A.

B.

C.

D.

II. Swimming

A.

B.

C.

D.

III. My Favorite Pets

A.

B.

C.

D.

WRITING STANDARD B-11 – EVALUATION V
LIST INFORMATION BEFORE WRITING

Student Directions: *Using the outline below as a guide, pretend you have to write a report about a school. First, make your outline on your own paper, by filling in the items listed below. Then, write a well-ordered paragraph for each Roman Numeral topic (I, II, III).*

I. History of the school
   - A. Name of school
   - B. Age of school
   - C. First principal of school

II. Some electives of the school
   - A. Art
     - 1. Drawing and painting
     - 2. Pottery
   - B. Music
     - 1. Band
     - 2. Orchestra
   - C. Physical Education
     - 1. Swimming
     - 2. Basketball

III. Clubs of the school
   - A. Red Cross
   - B. Student Council
     - 1. President of Council
     - 2. Number of students in Council
   - C. Stamp and Coin club
   - D. Student Athletic Association
     - 1. Girls intramurals
     - 2. Boys competitive sports
     - 3. Sports events during the year

EVALUATION ANSWER KEY

WRITING STANDARD B-11

EVALUATION I

Answers will vary.

EVALUATION II

1. c
2. b
3. b
4. b
5. a

EVALUATION III

1. b
2. a
3. c
4. a
5. c

EVALUATION IV

Answers will vary.

EVALUATION V

Answers will vary.

WRITING STANDARD--C: The student will write a paragraph expressing ideas clearly.

C-12: Write at least three sentences related to one topic.

WRITING STANDARD C-12 – PREPARATORY SHEET 1
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

TEACHER DIRECTED

EXPLANATION: A good paragraph contains at least three to five sentences about one topic or idea. A good paragraph also contains a **topic sentence**. A **topic sentence** is a statement of the main idea of a paragraph. Often the **topic sentence** is the first sentence of a paragraph, but it can sometimes be found in the middle or end. A topic sentence unifies the paragraph by pointing out the main idea or the central thought of the paragraph.

The following paragraphs do have a topic sentence. They contain at least three sentences about the topic sentence but they contain irrelevant details. Have students find them. **Note that the topic sentence is in bold type.**

Example 1: **She loved the wild flowers which grew near our home.** Nearly every day she would wander into the fields and return with an armful of Periwinkle or Queen Anne's Lace which she would carefully arrange in bowls of water. *These bowls were of all kinds: pewter, silver, and copper. We bought them at Burdines many years ago.* She would put the flowers in every room in the house and walk from room to room admiring their texture and color.

Example 2: **It was a lovely summer day.** The green of the trees and grass was brilliant; the sun shone brightly from a blue sky which was filled with fleecy, white clouds. Hardly a sound could be heard save from the birds which were happily singing in the trees and the distant shouts of a group of tennis players. *Two of these players were students from a nearby academy, where they were attending summer school.* Such days as this were rare in the rainy season.

WRITING STANDARD C-12 – PREPARATORY SHEET 2
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

TEACHER DIRECTED

EXPLANATION: Have the students learn how to write a paragraph of at least three sentences by finding a newspaper article about an interesting person or fact. Have the students copy at least three sentences that relate to the topic of the article.

Example:

JOE NEWTON AT 79 RECALLS HIS DAYS AS A BANK ROBBER.

". . .Before you could get the bank, you'd have to catch the night watchman, tie his hands, and keep him with you so you wouldn't have any trouble with him. When you were done, you let him loose and told him to go straight home. He was always ready to go . . . ."

by Charles LeRoux Ft. Lauderdale News and Sun-Sentinel

Sunday, June 22, 1980

1. Before you could get the bank, you'd have to catch the night watchman, tie his hands, and keep him with you so you wouldn't have any trouble with him.
2. When you were done, you let him loose and told him to go straight home.
3. He was always ready to go.

WRITING STANDARD C-12 – ACTIVITY SHEET 1
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *Read the following paragraphs. Find the unrelated sentence in each paragraph. Write the unrelated sentence on your own paper.*

1. I had a good time at your house. You made me very happy while I was there. Thank you for helping me have a lot of fun. I have a new bike.

2. Thank you for talking to me about a job. You helped me to think about the kind of job I want. My shoes bother me. I will talk about the job with my parents. Then I will come back to talk to you again.

3. Thank you for telling me about the job at Tom's Taco Take-Out. I talked to Mr. Tom today. He said that I have the job. Thank you again. I got a haircut.

4. Please come to visit Maria and me next weekend. We will have your favorite dinner. We will go to the movies. We will be happy if you can come. Our lawn needs mowing. We always have a good time when you visit.

WRITING STANDARD C-12 – ACTIVITY SHEET 2

WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *Read the paragraphs below. Each has a sentence which does not belong. Find the sentence and write it on your own paper.*

1. Every school is a place for students to learn. In some schools students study many different subjects. In other schools, students learn many things about just one subject. Most schools have their own school colors.

2. All schools have one thing in common. All schools have students. Without students there is no school. Some schools are alike in other ways. Foods that are alike, or nearly alike, are called similar. Many schools have similarities.

3. Some schools need only one room. Other schools have many buildings and many rooms. The number of rooms depends on how many students and how many teachers use the school. Cafeteria food is said to be nutritional.

4. What a school is made of depends on where the school is located. It also depends on what materials are available, and what the purpose of the school is. Children in "The Outback" in Australia have their lessons beamed to them by radio from an airplane flown by a teacher who holds class over each student's remote home.

WRITING STANDARD C-12 – ACTIVITY SHEET 3
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions:

1. *Copy each of the paragraphs on your own paper.*
2. *Find and underline the topic sentence.*
3. *Is the topic sentence developed by details? Yes or No?*
4. *Is it developed by an example? Yes or No?*
5. *Are any sentences unrelated to the topic? Yes or No?*
6. *Draw a line through the unrelated sentence(s) in each paragraph.*

Remember: Using details can be a lively way to develop a paragraph.

A. The tension within Andrew grew. He felt for the spare pair of goggles around his neck and made certain they were in place. If the pair he was wearing should shatter, rust up, or become oiled, he must be ready to make the change immediately. He pushed in the clutch, selected first gear, and returned to neutral.

Remember: Using an example is often a way to develop a paragraph that begins with a general statement for the topic sentence.

B. Dolphins can solve simple problems. At Marineland of Florida, gates separate the dolphins small pools from the big show pool. One night some dolphins must have wanted to play in the big pool. They figured out how to use their snouts to open the gates.

C. Garter snakes are not good mothers. The day I discovered that my garter snake had unexpectedly given birth to thirty babies, I was sure I had a gold mine right there in my acquarium cage. The next day, however, only twenty babies were left in the cage. The snake supply dwindled daily. By the time the little snakes would have been big enough to sell, mother garter snake had gobbled every last one for breakfast, lunch, and supper.

WRITING STANDARD C-12 – ACTIVITY SHEET 4
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *Read the following paragraphs. Write each paragraph on your own paper. Underline the* topic sentence *one time. Find the sentence that is unrelated to the topic. Draw a line through the sentence that is unrelated to the topic or main idea.*

1. The storm struck like an enemy. It exploded on the beach with violent, shuddering force. Cold rain attacked, while fierce winds drove against the small beach cottages. The family spent every summer on the beach. Lightning and thunder shot down from above. The sky was an angry black.

2. Amy was suspicious when she opened the front door. No one was supposed to be home, but she had heard strange, shuffling noises. Then some lights in the kitchen went off, Amy was worried. She headed towards the door. Suddenly her friends burst into the room. The kitchen was painted a bright yellow. "Surprise! Happy birthday!" they shouted. Then Amy laughed.

3. Dino had invented a new kind of pizza. On the bottom was a thick, crispy crust. On the top of the crust were tangy tomatoes, then juicy sausage and pepperoni. Dino loves to cook spicy foods. Next came a second layer of tomato-covered crust to make a double-decker pizza. Thick, gooey cheese topped the creation.

4. All people would be happier as pet owners. Whether the pet is a dog, a cat, a rabbit, or a hamster, it is fun to watch and to play with a pet. In its own way, a pet shows affection. It can teach its owner how to care for other living things. Caroline's cousin moved to the country where she can have lots of pets. Certainly, no one is lonely with a pet.

WRITING STANDARD C-12 – ACTIVITY SHEET 5
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

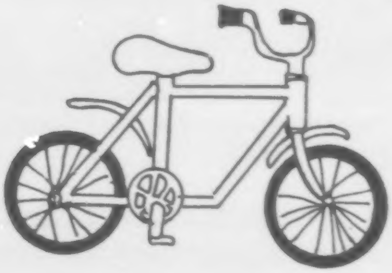
Student Directions:

When you have done a job well, you feel pride . Pride is happiness in yourself. It is a good feeling, especially if you have worked hard to succeed. Pride is earned. It is the pay for a job well done. Pride is a special kind of feeling, a special emotion, There are many ways to feel pride.

1. *Think of an example of when you felt pride.*
2. *Write a one paragraph composition of at least three sentences using "Pride" as the subject.*
3. *Think of a topic sentence which tells about your special kind of pride. Begin the* paragraph *with this topic sentence.*
4. *Complete the paragraph, using details that support the topic sentence.*

Remember: **Example Sentences:**

An example tells about a time in the past when the thing you are writing about actually happened. Since you are writing about "Pride", you may give an example of what happened once when you earned the feeling of pride (last summer I cut up fish brought in to a marina by fishermen in order to earn money for a new bike.)



Detail Sentences

Details are facts. Details can be information about size, number, shape, weight, color, cost, age, materials, or parts of objects. Details about a person may be about pride or other personal qualities, i.e. kindness, selfishness, honesty, courage, friendliness, temper, humor, attractiveness. Details about animals may be the same as the details about people. Remember, the details that you use in your paragraph should relate to your topic "PRIDE".

ACTIVITY ANSWER KEY

WRITING STANDARD C-12

ACTIVITY 1

1. I have a new bike.
2. My shoes are red.
3. I got a new haircut.
4. Our lawn needs mowing.

ACTIVITY 2

1. Most schools have their own school colors.
2. Foods that are alike or nearly alike, are called similar.
3. Cafeteria food is said to be nutritional.
4. Children in "The Outback" in Australia have their lessons beamed to them by radio from an airplane flown by a teacher who holds class over each students home.

ACTIVITY 3

A. The tension with Andrew grew.
B. Dolphins can solve simple problems.
C. Garter snakes are not good mothers.

1. yes
2. yes
3. no

ACTIVITY 4

Unrelated sentences

1. The family spent every summer on the beach.
2. The kitchen was painted a bright yellow.
3. Dino loves to cook spicy foods.
4. Caroline's cousin moved to the country where she can have lots of pets.

Topic sentences

1. The storm stuck like an enemy.
2. Amy was suspicious when she opened the front door.
3. Dino had invented a new kind of pizza.
4. All people would be happier as pet owners.

ACTIVITY 5

Answers will vary.

WRITING STANDARD C-12 – EVALUATION I

WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *In each paragraph below, one sentence does not work with the others. Write each sentence that does not relate to the topic. Do all written work on your own paper.*

1. I guess I've been on every kind of diet ever invented or thought of. Scores of books on diets have been published recently. I remember the time I resolved to eat only fruit and cottage cheese. I gained three pounds, and to this day I hate the sight of cottage cheese. Then there was the B diet: boiled eggs and bananas. I ate so many bananas that I felt like King Kong. The trouble was, I was still shaped like him, too.

2. In 1973 Billie Jean King beat Bobby Riggs in the most talked-about tennis match every played. News reports called it the battle of the sexes. King, a leader in the fight for women's equality in sports, played against Riggs, a critic of women athletes. Billie Jean had played her first tennis game when she was eleven years old. King's victory over Riggs was witnessed by 30,000 fans in Houston and by millions of television viewers around the world.

3. My cousin and I learned most of our family's history by playing in grandmother's attic. In one corner stood a brass-bound trunk, filled with forgotten dolls once treasured by aunts and mothers. Grandfather's World War I uniform hung proudly on a metal rack, along with once-stylish dresses. The clothing now is much more comfortable than it was fifty years ago. When we played with the toys our mothers had played with, or dressed up in the old-fashioned clothes, we felt that the past was truly part of our lives.

4. Senses are so basic that all animals have them, but not all animals use their senses in the same way. Many people have lost their sense of hearing. A frog's eye, for instance, does not see a fly as we see it - - - in terms of legs, shape of wings, and number of eyes. In fact, a frog won't spot a fly at all unless the fly moves. Put a frog into a cage with freshly killed insects, and the frog will starve.

WRITING STANDARD C-12 — EVALUATION II

WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *Write the following sentences on your own paper. Underline the topic sentence from each group. Then go back and draw a line through the unrelated sentence in each set. On the other side of your paper write a paragraph using all related sentences.*

1. a. My toes became numb inside my boots.
   b. As I walked home, the biting cold pierced my body.
   c. Even under a heavy jacket, my skin had goose bumps.
   d. My face felt as if it would never thaw.
   e. I exhaled in huge bursts of steamy fog.
   f. Lake Placid, New York, is far different from Lake Placid, Florida.

2. a. In first-class sections, there were elegant dining cars, parlor cars, and sleepers.
   b. However, dust from the plains swept over the passengers.
   c. Railroads brought new speed to travel.
   d. Railroads were important in the early land development schemes in Florida.
   e. In addition, floods and blizzards often destroyed sections of track.
   f. The first railroads were both enjoyable and unpleasant.

3. a. She applied it to everything I did.
   b. Sometimes she'd say it barely loud enough to hear, and I'd stop and think about what I was doing.
   c. An old photograph - - - - a tintype, as she called it - - - - shows a shy, darkhaired girl of sixteen growing up in Wheton, Illinois.
   d. Other times she'd write it on a piece of paper and put the paper where I'd be sure to find it.
   e. I used to tease her about her "All Purpose" advice, but I never questioned the wisdom of that advice.
   f. "An ounce of prevention is worth a pound of cure" was my grandmother's favorite saying.

WRITING STANDARD C-12 – EVALUATION III
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *Write the sentences that do not fit the subject "Color and Blindness" on your own paper.*

1. It's hard to imagine how people blind from birth can really understand what "color" is.

2. Where do the blind learn to have any idea of "color"?

3. Often it's because someone has taught blind people to associate colors with things they can feel, smell, or taste.

4. For instance, the sightless can associate orange with pumpkins and burning leaves in autumn.

5. Rich, spicy, Mexican food and Flamenco music make me feel great.

6. Blue and green could be thought of as "cool" colors.

7. They can "see" blue as the cool freshness of water at the seashore.

8. And they can feel and smell green when walking barefoot through a newly mowed lawn.

9. Bulls see "red" when any color cape is waved before them.

10. Yellow could be associated with the warmth of the summer sun.

WRITING STANDARD C-12 – EVALUATION IV
WRITE AT LEAST THREE SENTENCES RELATED TO ONE TOPIC

Student Directions: *On your own paper write at least three sentences related to the topics listed below.*

1. Hobbies are a great American pastime.

2. Air pollution is everywhere.

3. In our town the big things are water skiing, surfing, scuba diving, boating, and fishing., boating, and fishing. ______

4. It's important to cross streets at intersections only.

EVALUATION ANSWER KEY

WRITING STANDARD C-12

EVALUATION I

1. Scores of books on diets have been published recently.
2. Billie Jean had played her first tennis game when she was eleven years old.
3. The clothing now is much more comfortable than it was fifty years ago.
4. Many people have lost their sense of hearing.

EVALUATION II

The topic sentence.

1. (b) As I walked home, the biting cold pierced my body.
2. (f) The first railroads were both enjoyable and unpleasant.
3. (f) "An ounce of prevention is worth a pound of cure" was my grandmother's favorite saying.

The unrelated sentence.

1. (f) Lake Placid, New York, is far different from Lake Placid, Florida.
2. (d) Railroads were important in the early land development schemes in Florida.
3. (c) An old photograph -- a tintype, as she called it -- shows a shy, dark-haired girl of sixteen growing up in Wheaton, Illinois.

EVALUATION III

5. Rich, spicy Mexican food and Flamenco music make me romantic.
9. Bulls see "red" when any color cape is waved before them.

EVALUATION IV

Answers will vary. Look for supporting sentences.

WRITING STANDARD--D: The student will write for the purpose of supplying necessary information.

D-13: Include the necessary information when listing personal tasks and plans.

WRITING STANDARD D-13 – PREPARATORY SHEET 1

INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

TEACHER DIRECTED

EXPLANATION: Have students select and organize information. Initiate class discussion on each of the four personal tasks listed below.

After the dismissal bell from school the student:

A. Goes to locker and picks up textbooks
B. Goes to bus loading area
C. Boards school bus
D. Chooses a seat by a friendly companion

When the student arrives home he:

A. Puts books on table
B. Changes into casual clothes
C. Tends to the family pet
D. Telephones a friend

When the student plans to earn extra money he:

A. Prepares for work
B. Writes notices to distribute in neighborhood (describing availability for work)
C. Delivers notices to homes in the neighborhood
D. Answers inquiries by telephone

When the student purchases a dog he:

A. Determines the breed most appropriate for family (size, temperament, cost, etc.)
B. Prepares a place for shelter and a dog run
C. Visits a local kennel
D. Selects the most alert puppy
E. Acquaints the puppy gradually to its new surroundings at home

---

WRITING STANDARD D-13 – PREPARATORY SHEET 2
INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

TEACHER DIRECTED

A. Have students include the necessary information when writing notices to distribute in the neighborhood describing availability for part-time work. This is to be done as class discussion.

Examples:

- Name
- Age
- Address
- Telephone number
- Type of work will perform
- Time available for work
- References
- Experience
- Fee

B. Have students write an ad for the classified section of the local newspaper and/or neighborhood weekly to be inserted in the "positions wanted" column. The students are to write their ads in class and discuss them.

Example:

POSITIONS WANTED
Alert, dependable, energetic junior high school boy age 14 available for part-time work Mon. – Sat., days, eves. Has bicycle. Makes deliveries, takes orders by phone, Lawn work – owns mower. Baby-sits, Clean-up, home companion. Best references.
580-9126. Ask for Brian.

WRITING STANDARD D-13 – ACTIVITY SHEET 1

INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Choose the item below that does not belong with the other information in each set.*

1. **Baking your own pizza:**

   a. Roll a handful of dough to cover the pan
   b. Pinch up dough on the edges
   c. Spread tomato sauce and sprinkle cheese over the dough
   d. Fold pizza in half and cover with aluminum foil

2. **Planning a bike trip:**

   a. Get a group of hardy bikers together
   b. Make a list of needed supplies
   c. Enjoy the fresh air and scenery while riding school bus
   d. Have the group use maps to plan each day's route

3. **Making scrambled eggs:**

   a. Collect the ingredients: eggs; milk; butter; salt; and pepper
   b. Break the eggs into a mixing bowl
   c. Cook the eggs slowly on a spatula
   d. Season them with salt and pepper

4. **Taking pictures of stars:**

   a. Find an open field that is away from lights and buildings
   b. Choose a cloudy night and pitch a tent
   c. Center your camera on the North Star
   d. Set the camera for a time exposure of one hour or more

5. **Ordering a school band uniform:**

   a. Give your sleeve length
   b. Send your chest measurement
   c. State your preference of colors
   d. Include your waist size

WRITING STANDARD D-13 – ACTIVITY SHEET 2
INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Write each of the steps on your own paper. Circle the step that requires no action on your part.*

Ordering a gift subscription to your parents' favorite magazine for their aniversary gift.

1. **Look for an order blank inside the magazine. (detach the form from the center)**
2. **Complete the order form.**
3. **Copy the publisher's address on envelope (if no order form is attached)**
4. **Include your name and address on the top left corner of envelope.**
5. **Write check or postal money order for the exact amount shown.**
6. **Mention in your order the fact that the subscription is a gift to your parents. (a gift card may be included with the first issue)**
7. **Allow six to eight weeks for delivery.**
8. **Make certain stamp is affixed to top right corner of envelope/order form if postage is not prepaid.**

WRITING STANDARD D-13 – ACTIVITY SHEET 3
INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

A) Student Directions: Make a list of the steps you would take to write a book report.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B) Student Directions: Find the item below which is not necessary for writing a book report. Write the item on your own paper.

1. **Give the title and author of the book.**
2. **Describe the subject of the book.**
3. **Tell the number of pictures in the book.**
4. **Summarize the information presented in the book.**
5. **State your opinion of the book.**
6. **Describe the book jacket and/or tell the color of the book cover.**

WRITING STANDARD D-13 – ACTIVITY SHEET 4

INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *After each task or plan given in the first column, find the step that is out of order or unnecessary. Write that step's number on your own paper.*

TASK/PLAN	STEP 1	STEP 2	STEP 3	STEP 4
Example: Bathing the family dog.	Have soap and towel handy.	Spray water carefully around neck.	Apply soap.	Tie a ribbon in dog's hair.
Example: Planning a book report.	Review the chapters.	Make notes on characters.	Read book.	Make a trial copy.
A. CUTTING THE GRASS	Check power mower for gas, oil, defects.	Pick up objects on lawn.	Sweep up grass clippings.	Cut the grass.
B. PLANNING A MEAL	Buy food.	Take a bath.	Make dessert.	Set the table.
C. CHECKING OUT LIBRARY BOOK	Sharpen your pencil.	Look in card catalog.	Look through books in fiction section.	Take book to librarian.
D. PUTTING AIR IN BICYCLE TIRE	Unscrew cap on air valve on tire.	Take off tire from wheel rim.	Pump air in tire.	Replace cap on air valve.
E. STARTING A PHOTO ALBUM	Select favorite photos.	Arrange photos on pages.	Paste or seal photos to pages.	Tear out photos start over.

Examples: a.	Bathing the family dog	**Answer:**	Step 4 (not necessary)
b.	Planning a book report	**Answer:**	Step 3 (out of order)

ACTIVITY ANSWER KEY

WRITING STANDARD D-13

ACTIVITY 1

1. d
2. c
3. c
4. b
5. c

ACTIVITY 2

7. Allow six to eight weeks for delivery.

ACTIVITY 3

A. Answers will vary.

B. 6. Describe the book jacket and/or tell the color of the book.

ACTIVITY 4

A. Step 3 – out of order
B. Step 2 – not necessary
C. Step 1 – not necessary
D. Step 2 – not necessary
E. Step 4 – not necessary

WRITING STANDARD D-13 – EVALUATION I

INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Copy the entire chart given below on your own paper. Complete the necessary information for preparing scrambled eggs.*

A. *List the utensils needed to prepare the breakfast.*

B. *List the food ingredients you need.*

C. *Tell what you would do, step-by-step.*

JOB TO BE DONE:	**Preparing Scrambled Eggs**
UTENSILS	
INGREDIENTS	
SEQUENCE	**ACTIONS**
FIRST	
SECOND	
THIRD	
FOURTH	
FIFTH	
SIXTH	**Serve warm.**

WRITING STANDARD D-13 – EVALUATION II
INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Write the following nine directions on your own paper. Circle your answer on your own paper.*

1. **Turn gas valve to "on" position.**
2. **Mount moped.**
3. **Lean weight on front wheel.**
4. **Start pedaling to gain momentum.**
5. **Put in reverse and apply back brake.**
6. **Pull in clutch lever until engine starts.**
7. **Release lever and warm engine, braking rear wheel at the same time.**
8. **Take off kick stand (until both wheels are on the ground)**
9. **Accelerate engine and go.**

WRITING STANDARD D-13 – EVALUATION III
INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Write five tips that you can use to remember important dates and school assignments.*

WRITING STANDARD D-13 – EVALUATION IV

INCLUDE THE NECESSARY INFORMATION WHEN LISTING PERSONAL TASKS AND PLANS

Student Directions: *Here are a number of items and four classifications. Put each of the items in the list under the correct classification. Items that do not fit classification Number 1, Number 2, or Number 3 are to be listed under unclassified.*

CLASSIFICATION NUMBER 1	CLASSIFICATION NUMBER 2	CLASSIFICATION NUMBER 3	UNCLASSIFIED
In the car	In the house	In the park	

LIST

a. chair

b. bucket seat

c. aisle

d. bench

e. swing

f. firing range

g. brakes

h. bird cage

i. safety belt

EVALUATION ANSWER KEY

WRITING STANDARD D-13

EVALUATION I

JOB TO BE DONE:	Preparing Scrambled Eggs
UTENSILS	Mixing bowl, skillet, spatula, measuring cup, and egg beater
INGREDIENTS	Eggs, milk, salt and pepper
SEQUENCE	ACTIONS
FIRST	Break eggs into mixing bowl
SECOND	Add milk, salt and pepper
THIRD	Mix with egg beater
FOURTH	Pour into skillet
FIFTH	Stir with spatula until done
SIXTH	Serve warm

EVALUATION II

Item 5. Put in reverse and apply back brake.

EVALUATION III

(Answers will vary.)

1. Keep a date book.
2. Jot down dates and assignments in notebook.
3. Write things to remember on calendar.
4. Use assignment pad.
5. Write items on scrap paper, etc.

EVALUATION IV

Unclassified items: aisle, firing range

D-14: Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.

WRITING STANDARD D-14 – PREPARATORY SHEET 1

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

TEACHER DIRECTED

EXPLANATION: Careful attention should be given to the necessary information and relevent details when taking a telephone message.

The students must practice with teacher and classmates relaying written and oral telephone messages. In this telephone message practice include the following information:

1. **Caller's name**
2. **Caller's telephone number**
3. **Main idea of telephone message**

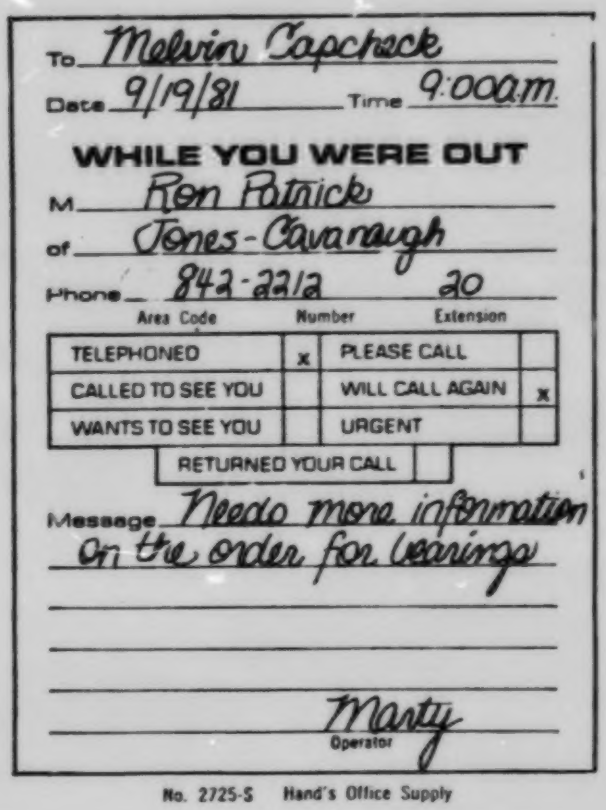
When practicing in class stress with the students:

1. **Correct spelling (names, addresses, titles, etc.)**
2. **Clear cut directions**
3. **Accuracy of numbers**
4. **Right order of numbers**
5. **Listing of important details**
6. **Fulfillment of the basic parts of a message**
   - a. **Who?**
   - b. **What?**
   - c. **Where?**
   - d. **When?**
   - e. **How?**
7. **Repetition of the message while still in contact with the caller.**

WRITING STANDARD D-14 – ACTIVITY SHEET 1

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Using the information on the "While You Were Out" message, answer the questions given below on your own paper.*



To Melvin Capcheck

Date 9/19/81 Time 9:00a.m.

WHILE YOU WERE OUT

M Ron Patrick

of Jones-Cavanaugh

Phone 842-2212 20

Area Code Number Extension

TELEPHONED	☒	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☒
WANTS TO SEE YOU	☐	URGENT	☐

RETURNED YOUR CALL ☐

Message Needs more information on the order for bearings

Marty
Operator

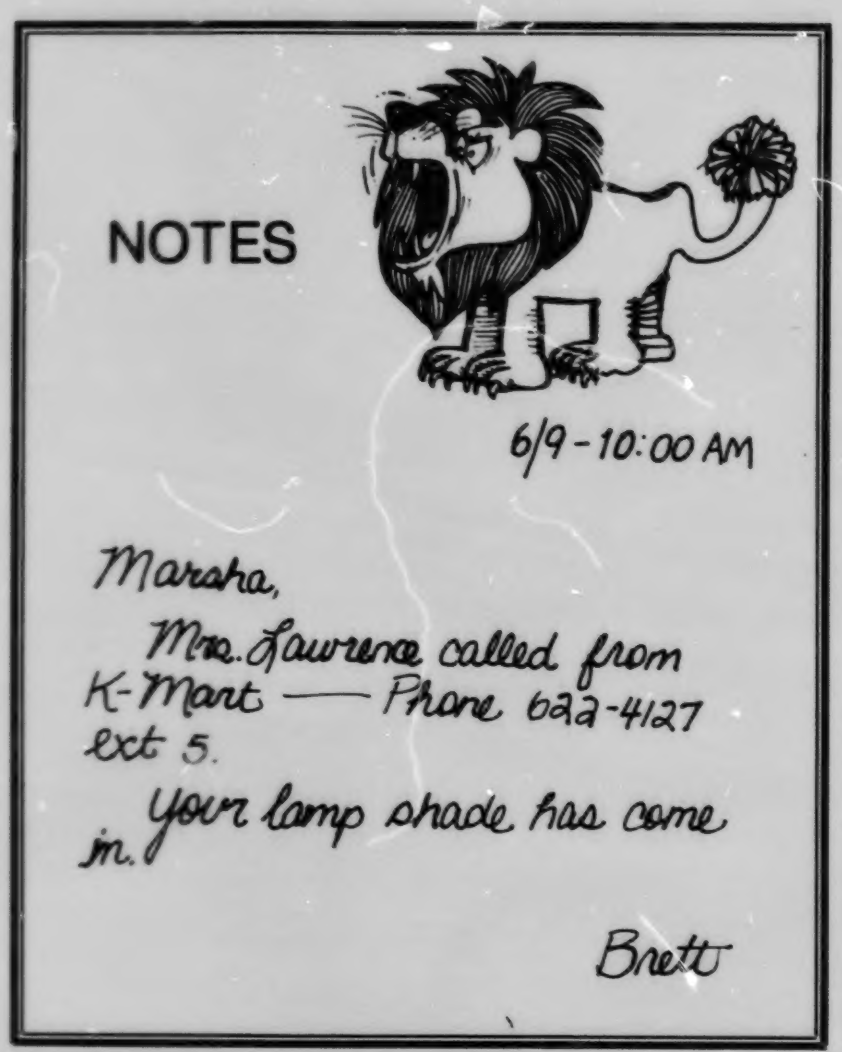
No. 2725-S Hand's Office Supply

1. What is the message?
2. Who called?
3. Where does the caller work?
4. What time was the call?
5. Will the caller call back?

WRITING STANDARD D-14 – ACTIVITY SHEET 2

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Using the information given on the "Lion" notes, answer the questions given below. Do all work on your own paper.*



NOTES

6/9 - 10:00 AM

Marsha,

Mrs. Lawrence called from K-Mart — Phone 622-4127 ext 5.

Your lamp shade has come in.

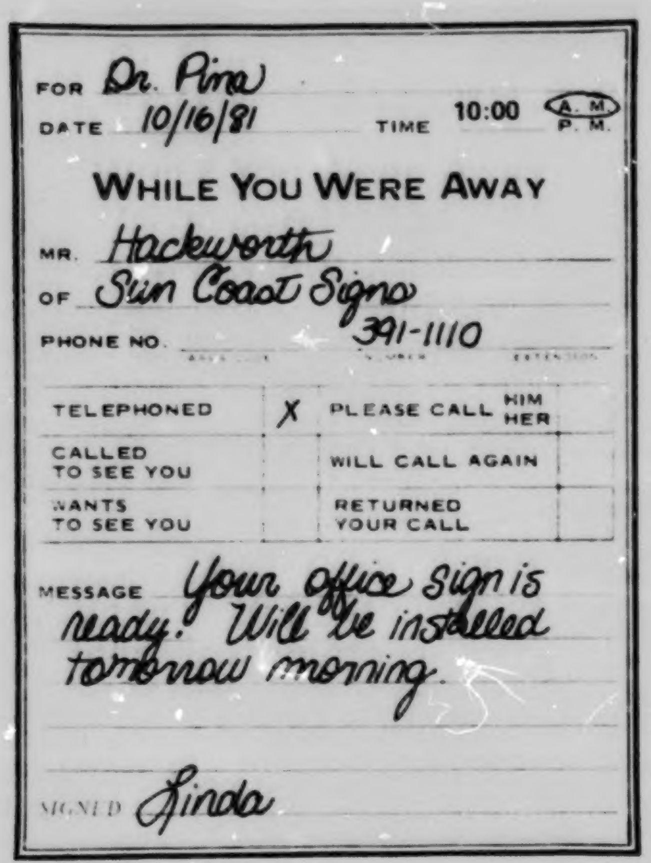
Brett

1. What is the message?
2. Who called?
3. Where does the caller work?
4. What is the caller's number?
5. What time did she call?

WRITING STANDARD D-14 – ACTIVITY SHEET 3

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Using the information on the "While You Were Away" message, answer the questions given below. Do all written work on your own paper.*



FOR Dr. Pina

DATE 10/16/81 TIME 10:00 [✓ A. M.] P. M.

WHILE YOU WERE AWAY

MR. Hackworth

OF Sun Coast Signs

PHONE NO. 391-1110

TELEPHONED	X	PLEASE CALL HIM HER	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		RETURNED YOUR CALL	

MESSAGE Your office sign is ready. Will be installed tomorrow morning.

SIGNED Linda

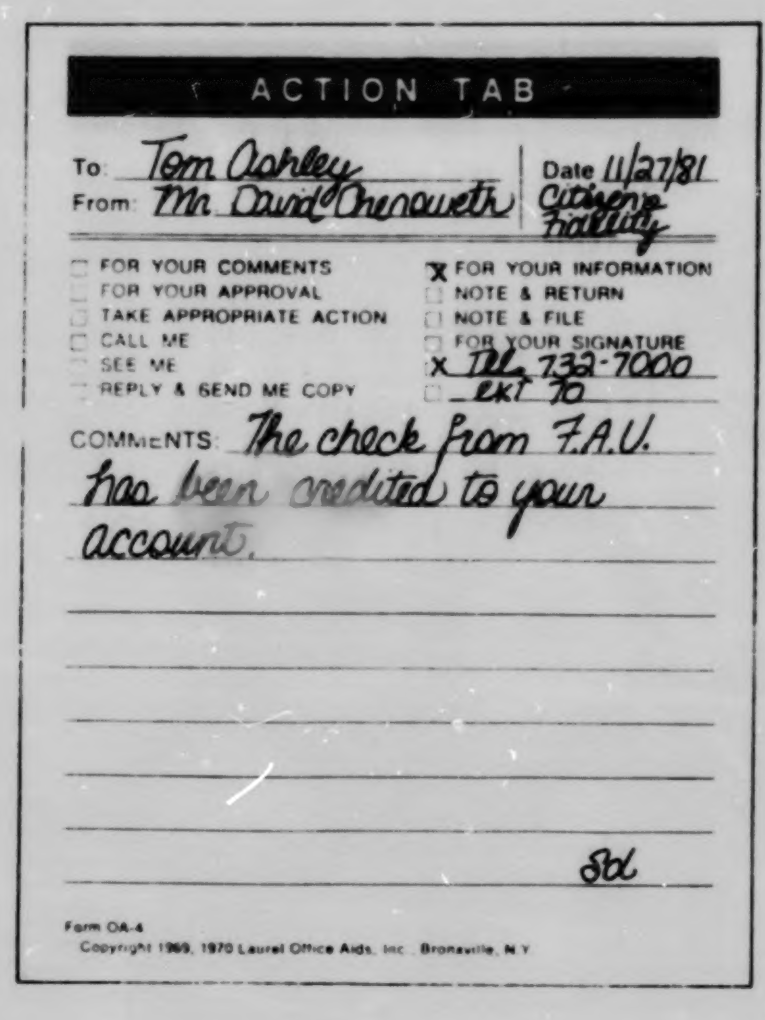
Seminole Form 126-P

1. What is the message?
2. Who called?
3. Where does the caller work?
4. What is the caller's number?
5. Who took the call?

WRITING STANDARD D-14 – ACTIVITY SHEET 4

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Using the information on the "Action Tab" message, answer the questions given below. Do all written work on your own paper.*



ACTION TAB

To: Tom Ashley
From: Mr David Chenoweth
Date 11/27/81
Citizens Fidelity

☐ FOR YOUR COMMENTS
☐ FOR YOUR APPROVAL
☐ TAKE APPROPRIATE ACTION
☐ CALL ME
☐ SEE ME
☐ REPLY & SEND ME COPY
☒ FOR YOUR INFORMATION
☐ NOTE & RETURN
☐ NOTE & FILE
☐ FOR YOUR SIGNATURE
☒ Tel. 732-7000
☐ ext 70

COMMENTS: The check from F.A.U. has been credited to your account.

Sd

Form OA-4
Copyright 1969, 1970 Laurel Office Aids, Inc., Bronxville, N.Y.

1. **What is the message?**
2. **For whom is the message?**
3. **Who is the caller?**
4. **Did he request a return call?**
5. **Did Sue Duncan or Myra Dunbar take the message?**

[illegible]

WRITING STANDARD D-14

ACTIVITY 1

1. Needs more information on the order for bearings.
2. Ron Patrick
3. Jones-Cavanaugh
4. 9/19/81 9:00 a.m.
5. yes

ACTIVITY 2

1. Your lamp shade has come in.
2. Mrs. Lawrence
3. K-MART
4. 622-4127 ext. 5
5. 6/9 at 10:00 a.m.

ACTIVITY 3

1. Your office sign is ready. Will be installed tomorrow morning.
2. Mr. Hackworth
3. Sun Coast Signs
4. 391-1110
5. Linda

ACTIVITY 4

1. The check from F.A.U. has been credited to your account.
2. Tom Ashley
4. Mr. David Chenoweth
5. No.
5. Sue Duncan

WRITING STANDARD D-14 – EVALUATION 1

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Read the paragraph then answer the questions on your own paper.*

A. Lisa Keller took a telephone message for her sister, Marva Keller. It was from Liz Parker. She wants Mava to call her at 962-0541 to arrange a skating party.

1. Who was the caller?

a. Lisa Keller
b. Mava Keller
c. Liz Parker
d. Manager of the skating rink

2. What was the message?

a. call Liz about skating party
b. call Liza about skating rink
c. Mava, call manager of skating rink
d. rink manager will call Mava

B. Jerome Brown took a telephone message for Reggie Green. It was from Joe Reynolds. He wants to arrange a ride to the soccer game on Saturday, 4-18-81. He can be reached at 418-8121.

1. Who was the caller?

a. Joe Brown
b. Soccer coach
c. Jerome Green
d. Joe Reynolds

2. What is the caller's phone number?

a. 418-8121
b. 481-1121
c. 4-18-81
d. 918-8121

WRITING STANDARD D-14 – EVALUATION II

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Read the paragraph then answer the questions on your own paper.*

Terry Ellen took a message for Mrs. Ellen from Mr. Lathan at Georgetown Furniture. He wants Mrs. Ellen to call him about the great values during the summer sale on Ethan Allen Furniture. His number is 842-1977.

1. **Who was the caller?**
   a. Mr. Allen
   b. Mr. Ethan
   c. Mr. Lathan
   d. Mrs. Ellen

2. **What was the message?**
   a. Georgetown Furniture on sale
   b. Allen Nathan Furniture on sale
   c. Ethan Allen Furniture on sale
   d. Lathan Ellen Furniture on sale

3. **Mr. Ellen should call and ask for:**
   a. Mr. Allen at Georgetown, 842-1977
   b. Mr. George at Allentown, 842-1987
   c. Mr. Nathan at Tarrytown, 842-1997
   d. Mr. Lathan at Georgetown, 842-1977

WRITING STANDARD D-14 – EVALUATION III

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Read the following, then answer the questions on your own paper.*

Jamie Napier answered the telephone when Mr. Redmon, of Redgate Kennels called the Napiers' home to tell them that he has some puppies for sale: five male labrador retrievers crossed with a German shepherd; seven weeks old; colors running from black to brown, and cream; and one male and two female golden retrievers mixed with water spaniel, ranging from golden color to cream. This litter is eight weeks old and has shots.

The telephone number for Redgate Kennels is 272-1223.

When Mr. Napier returned from a trip, Jamie gave him the message.

1. **Who was the caller?**

   a. Mr. Shephard
   b. Mr. Redmon
   c. Mr. Kenneth
   d. Mr. Redgate

2. **How many puppies are for sale?**

   a. five
   b. seven
   c. eight
   d. ten

3. **How many brown male puppies have had shots?**

   a. one
   b. five
   c. six
   d. none

4. **If the Napier family wants a light-colored female eight weeks old that has her shots, they should call:**

   a. 272-1232
   b. 272-2123
   c. 272-1223
   d. 272-2231

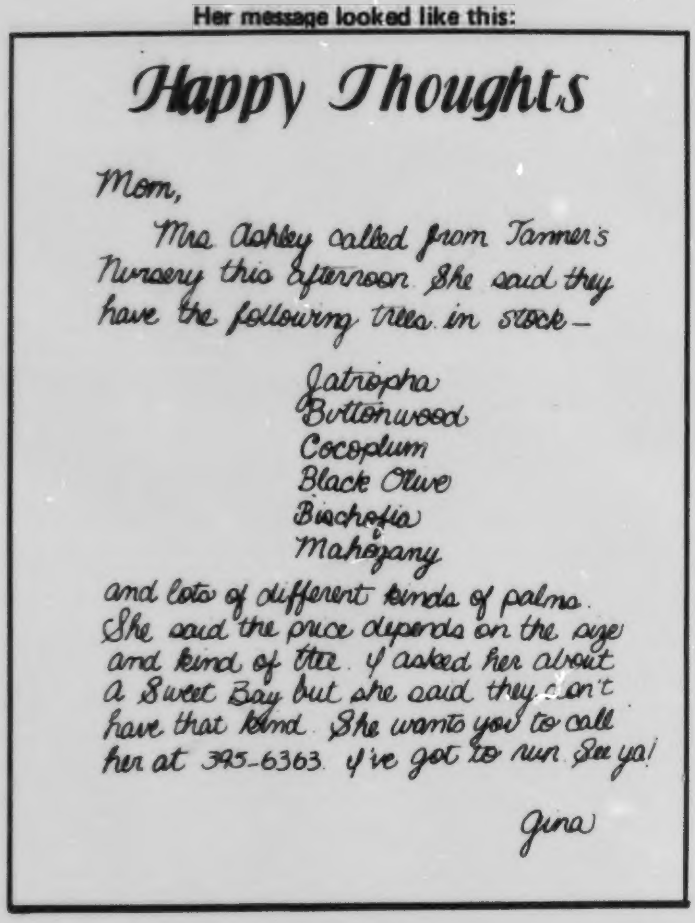
WRITING STANDARD D-14 – EVALUATION IV

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

Student Directions: *Read the paragraph. Then, on your own paper answer the questions listed on the next page.*

Tanner's Nursery returned a call from Mrs. Hazelwood, who had inquired earlier about ornamental trees for the lawn. Gina took down the names of the trees available and left the list for her mother when she returned. She noted that prices vary according to size and species. She wrote the caller's name and telephone number.

Her message looked like this:



Happy Thoughts

Mom,

Mrs Ashley called from Tanner's Nursery this afternoon. She said they have the following trees in stock—

Jatropha
Buttonwood
Cocoplum
Black Olive
Bischofia
Mahogany

and lots of different kinds of palms. She said the price depends on the size and kind of tree. I asked her about a Sweet Bay but she said they don't have that kind. She wants you to call her at 395-6363. I've got to run. See ya!

Gina

Continued on next page

WRITING STANDARD D-14 – EVALUATION IV

INCLUDE THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE

(Continued)

Student Directions: *Read the paragraph. Then answer the questions on your own paper.*

1. **Who was the caller?**

   a. Mrs. Tanner
   b. Mrs. Ashtree
   c. Mrs. Hazelnut
   d. Mrs. Ashley

2. **Which tree did Gina ask about?**

   a. sweet gum
   b. sweet plum
   c. sweet bay
   d. sweet palm

3. **Gina's mother should call:**

   a. Mrs. Tanner at 395-6363
   b. Mrs. Turner at 395-6363
   c. Mrs. Hazel Ash at 395-6363
   d. Mrs. Ashley at 395-6363

4. **How many kinds of trees are in stock?**

   a. six
   b. seven
   c. six plus many different palms
   d. seven including the sweet bay palm

EVALUATION ANSWER KEY

WRITING STANDARD D-14

EVALUATION I

A.	1.	c
	2.	a
B.	1.	d
	2.	a

EVALUATION II

1.	c
2.	c
3.	d

EVALUATION III

1.	b
2.	c
3.	d
4.	c

EVALUATION IV

1.	d
2.	c
3.	d
4.	c

D-15: List the items or steps necessary for performing a specified process.

WRITING STANDARD D-15 – PREPARATORY SHEET 1

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

TEACHER DIRECTED

EXPLANATION: You probably know how to do something well. It would be a good thing if you could share what you know so that someone else could learn. How can you best explain how to do something?

For example:
How to play baseball

How to use a sewing machine

How to change a tire

How to do the laundry

You need to describe the process, step by step. Your statement explaining each step should be simple and specific. Be sure to keep each step in the correct time order. Steps in a process or event could follow this plan:

a. Introduction

b. Steps in the process

   1. first

   2. second

   3. third

   4. last

c. conclusion

Example:

a. I will explain how to do the laundry.

b.
   1. First, you gather up the soiled (dirty) laundry.
   2. Secondly, you sort the clothes into appropriate groups.
   3. Then place one group of clothes into washer and add detergent.
   4. Finally, you set the dials for the correct washing temperature, time needed to wash laundry, and then push the "start" button.

c. When the laundry has been washed, take it out and place into the dryer.

WRITING STANDARD D-15 – PREPARATORY SHEET 2
LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

TEACHER DIRECTED

EXPLANATION: Have the students discuss the different ways to write up step-by-step directions.

1. You could write a paragraph.
2. You could list the steps, numbering them one by one.
3. You might draw pictures or illustrations writing the directions next to them.

Remember: Time sequence determines the way you organize the explanation of a process.

Have the class do the following steps as a class.

1. Choose a subject or topic to explain.
2. List all the equipment you will need.
3. List the steps, in order, that have to be followed.

   (If possible, do what it is you are going to explain and write down the steps as you do them).
4. Try doing it again, following your own directions and using only what you have listed as necessary equipment.

WRITING STANDARD D-15 – ACTIVITY SHEET 1

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: ***Write the letter of the items that could best be used for each process on your own paper.***

_____ 1. **Play football**

a. ball, helmet, pads
b. popcorn, bleachers, cheerleaders
c. candy, people, grass

_____ 2. **Paint a picture**

a. paint, brushes, watercolors
b. oil, clay, model
c. clay, tools, table

_____ 3. **Write a story**

a. pen, ball, news
b. teacher, read, book
c. pen, paper, ideas

_____ 4. **Wash the dog**

a. water, fleas, people
b. water, soap, dog
c. dirt, clean, soap

_____ 5. **Make a sandwich**

a. bread, butter, sandwich filling
b. cookbook, plate, an appetite
c. a knife, a fork, a freezer

_____ 6. **Setting the table**

a. plates, bread, stove
b. knives, forks, plates
c. stove, forks, spoons

_____ 7. **Cutting the grass**

a. lawnmower, gasoline, grass
b. bike, lawnmower, sun
c. sun, gasoline, grass

_____ 8. **Doing your homework**

a. book, TV, dinner
b. pencils, books, paper
c. food, paper, TV

_____ 9. **Brushing your teeth**

a. house, teeth, bacon
b. toothpaste, house, sing
c. toothpaste, toothbrush, sink

_____10. **Writing a letter**

a. pen, paper, address
b. pen, people, place
c. pencil, hello, name

WRITING STANDARD D-15 – ACTIVITY SHEET 2

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

---

a) *Student Directions:* *Write an explanation telling how to open a combination lock.*

1. *Take a combination lock and work the combination to open it and count how many steps it takes.*
2. *Write a list of the steps* in order *and* number *them.*

b) *Student Directions:* *Give the lock to a classmate. Read the steps of your directions. See if the classmate can open the lock following* your directions.

WRITING STANDARD D-15 – ACTIVITY SHEET 3

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: ***Write the steps necessary for making a pin wheel. Include the following when listing the steps.***

1. ***List materials needed.***
2. ***List steps in making, (Try doing it and writing the steps down as you work. Be specific).***
3. ***Let someone in your class read your paragraph aloud.***
4. ***Have another classmate follow your directions to make a pin wheel.***

WRITING STANDARD D-15 – ACTIVITY SHEET 4

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *Write yes to the left of each list of steps in a process that are in logical order and no if the list is not in the order that is the proper sequence for that process. If the process is not in proper order, rewrite the process in correct order. Do all written work on your own paper.*

____ 1. **Ironing your jeans**

a. hang jeans on a hanger
b. turn on the iron
c. get jeans out of dryer

____ 2. **Frying eggs for breakfast**

a. get eggs for breakfast
b. put grease in frying pan; turn unit on medium
c. break eggs into pan; turn with spatula.

____ 3. **Making a dress**

a. cut out pieces by the pattern
b. sew seams together; finish with hems
c. buy material, pattern, and notions

____ 4. **Bathing your dog**

a. get dog, shampoo, and tub
b. wet dog and lather with shampoo
c. rinse dog and towel dry

____ 5. **Changing your bed**

a. spread clean sheets and pillow cases on bed
b. spread blanket and bedspread on bed
c. strip dirty sheets and pillow cases off the bed.

WRITING STANDARD D-15

ACTIVITY 1

1. a
2. a
3. c
4. b
5. a
6. b
7. a
8. b
9. c
10. a

ACTIVITY 2

(Answers will vary.)

1. memorize the three numbers of the combination.
2. turn the dial to the right making two or three complete circles.
3. stop at the first number.
4. turn left a complete circle going past zero.
5. turn right to the third number.
6. pull the lock open.

ACTIVITY 3

(Answers will vary.)

Sample list of materials

1. stiff manilla paper at least 7" x 7"
2. crayons or poster paints
3. straight pins
4. unsharpened pencil with eraser top

Sample steps for making a pinwheel

1. Cut a square of stiff manilla paper 7" x 7".
2. Draw diagonal lines from top corners to opposite bottom corners.
3. Make a dot on the bottom right corner of each triangle created by the diagonal lines.
4. Color triangles different colors.
5. Cut along each line from the corner toward the center. Stop before you reach the center.
6. Put a straight pin through each dot. Lift each of the points with a dot and bend them over the center point. Fasten all to the point with one pin.
7. Push the pin into the tip of the pencil eraser.

ACTIVITY 4

1. no
2. yes
3. no
4. yes
5. no

1. Ironing your jeans
    a. get jeans out of dryer
    b. turn on iron
    c. hang jeans on a hanger

3. Making a dress
    a. buy material, pattern and notions
    b. cut out pieces by the pattern
    c. sew seams together; finish with hems

5. Changing your bed
    a. strip dirty sheets and pillow cases off the bed
    b. spread clean sheets and pillow cases on bed
    c. spread blanket and bedspread on bed

WRITING STANDARD D-15 – EVALUATION I

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *To the left of the number write the letter of the items that could best be used for the process. Copy all work onto your own paper.*

_____ 1. **Make paper bag puppets**

a. fingernail polish, file, cuticle remover
b. scissors, glue, construction paper, bags
c. eggs, milk, salt, pepper

_____ 2. **Bake a cake**

a. paper, string, wooden sticks
b. flour, butter, eggs, baking powder, sugar, flavoring
c. typewriter, pen, ink, paper

_____ 3. **Scrub the floor**

a. sand, fish, paint
b. cleaner, water, mop
c. powder puff, rouge, lipstick

_____ 4. **Play baseball**

a. balls, bats, field, players
b. floor, bleachers, basket
c. records, stereo, radio

_____ 5. **Make a sandbox**

a. pipes, wrench, sink
b. lumber, nails, hammer, saw
c. wires, clippers, sockets

WRITING STANDARD D-15 – EVALUATION II

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *To the left of the number write the letter of the items that could best be used for the process. Copy all work onto your own paper.*

____ 1. **Set a table**

- a. lawnmower, rake, clippers, wheelbarrow
- b. car, truck, trailer
- c. plates, cups, saucers, forks, knives, spoons

____ 2. **Wash clothes**

- a. detergent, water, machine, clothes
- b. broom, dustpan, wastebasket
- c. candy, cookies, potato chips

____ 3. **Clean windows**

- a. rugs, ceiling, walls
- b. glass cleaner, cloth, stepladder
- c. dresses, shirts, pants

____ 4. **Make a sandwich**

- a. bread, mayonaise, ham, lettuce
- b. telephone, chair, desk
- c. bricks, cement, men

____ 5. **Drive a car**

- a. bed, sheets, pillows
- b. jewelry, luggage, cosmetics
- c. key, street, car, license

WRITING STANDARD D-15 – EVALUATION III

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *Copy all of the following work on your own paper. Circle the letter of the step which is out-of-order.*

1. **Bake a cake from a mix**

   a. grease and flour 9 x 13 cake pan
   b. combine mix, eggs and water
   c. bake in 350 oven
   d. pour into cake pan

2. **Brush your teeth**

   a. put your toothbrush away
   b. open the toothpaste
   c. put paste on brush
   d. scrub your teeth

3. **Do the laundry**

   a. gather up dirty clothes
   b. put water and detergent in machine
   c. take clothes out of machine
   d. put clothes in machine; turn knob to correct position for washing

4. **Paint the house**

   a. scrape peeling paint off walls
   b. smooth paint on walls with brush
   c. choose color
   d. buy paint and brushes

5. **Fry bacon**

   a. take bacon out of refrigerator
   b. separate strips of bacon
   c. lay crisp bacon on towel to drain
   d. place bacon strips in hot skillet

WRITING STANDARD D-15 – EVALUATION IV

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *Copy all of the following work on your own paper. Circle the letter of the step which is out of order.*

1. **Wash the car**

   a. get bucket, soap and sponge
   b. take hose and wet car completely
   c. close car windows
   d. rub soap over outside completely and rinse

2. **Vacuum carpets**

   a. pick up everything possible off carpet
   b. get vacuum cleaner out
   c. put vacuum cleaner away
   d. vacuum rug

3. **Mow the lawn**

   a. put cut grass in refuse bag
   b. fill mower with gasoline
   c. start mower
   d. cut grass

4. **Make iced tea**

   a. heat water until it boils
   b. pour tea over ice cubes
   c. put tea bags in boiling water for five minutes
   d. put ice cubes in glasses

5. **Make a sandwich**

   a. clean and separate lettuce leaves
   b. spread mayonaise on bread
   c. lay ham and lettuce on bread
   d. take bread, ham, lettuce,and mayonaise out

WRITING STANDARD D-15 – EVALUATION V

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *Below is the body of a composition explaining how to give a manicure. The sentences are out of order. Rewrite the composition placing sentences in the logical order. Do written work on your own paper.*

HOW TO GIVE A MANICURE

Then file the nails, following the natural shape of the fingertips. Next, soak each hand in the lukewarm water, dry, and clean the fingernails. While the cuticle is soft, push it back with an orange stick covered with cotton. Remove the old polish, if any, with the cotton saturated with polish remover. If you use nail polish, apply it with a light stroke. If you don't like polish, you can use a buffer to make your nails smooth and shining. Before you start, collect everything you need ---- a pan of lukewarm, soapy water, an orange stick, absorbent cotton, an emery board or nail file, polish remover, and nail polish or a buffer.

WRITING STANDARD D-15 – EVALUATION VI

LIST THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS

Student Directions: *Rewrite following sentences in the logical order of sequence to tell how to build a campfire. Use your own paper.*

1. **Shelter your match from the wind, and hold the flame to the birch flame.**
2. **Hang your pot from a branch laid between two forked sticks stuck on either side of the fire so flames touch pot.**
3. **In fifteen minutes at most your meal is ready.**
4. **As the twigs catch fire, add sticks that are gradually larger until you have all the fire you will need.**
5. **When the bark has caught fire, lay it in your fireplace. Carefully lay more bark over it, building it up twig by twig.**
6. **The only sure way of building a fire is to follow these directions. First, you hold a piece of birch bark in your hand.**

EVALUATION ANSWER KEY

WRITING STANDARD D-15

EVALUATION I

1. b
2. b
3. b
4. a
5. b

EVALUATION II

1. c
2. a
3. b
4. a
5. c

EVALUATION III

1. d
2. a
3. c
4. b
5. c

EVALUATION IV

1. c
2. c
3. a
4. b
5. d

EVALUATION V

HOW TO GIVE A MANICURE

Before you start, collect everything you need -- a pan of lukewarm soapy water, an orange stick, absorbent cotton, an emery board or nail file, polish remover and nail polish or buffer.

Remove the old polish, if any, with the cotton saturated with polish remover. Then file the nails, following the natural shape of the fingertips. Next, soak each hand in the lukewarm water, dry, and clean the fingernails. While the cuticle is soft, push it back with an orange stick covered with cotton. If you use nail polish, apply it with a light stroke. If you don't like polish, you can use a buffer to make your nails smoothe and shining.

EVALUATION VI

6, 1, 5, 4, 2, 3

D-16: Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how.

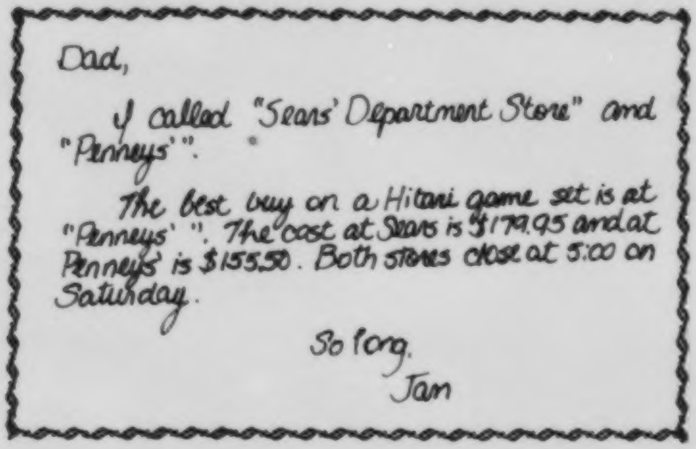
WRITING STANDARD D-16 – PREPARATORY SHEET 1

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

TEACHER DIRECTED

EXPLANATION: All written messages must clearly contain the necessary information such as who, what, where, when and how? Have class read the message aloud and discuss orally the questions below.

writing and understanding a written message.



Dad,

I called "Sears' Department Store" and "Penneys'".

The best buy on a Hitani game set is at "Penneys'". The cost at Sears is $179.95 and at Penneys' is $155.50. Both stores close at 5:00 on Saturday.

So long,
Jan

A WRITTEN MESSAGE:

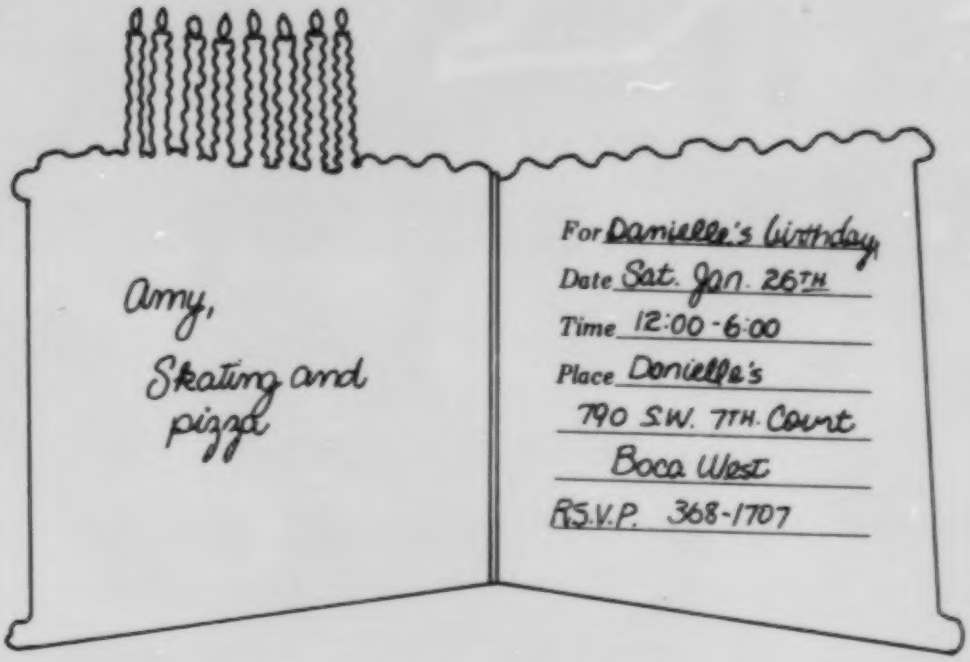
1. The message is to? ______________________________
2. The message is about? ______________________________
3. The best buy is at? ____________________ for $ ____________
4. On Saturday the store closes at? ______________________________
5. The writer is? ______________________________

WRITING STANDARD D-16 – PREPARATORY SHEET 2

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

TEACHER DIRECTED

EXPLANATION: Have students discuss the parts of the invitation. Does it answer who, what, where, when and how? When all students understand the invitation have the students orally answer the questions below.



Amy,

Skating and pizza

For Danielle's birthday
Date Sat. Jan. 26TH
Time 12:00 - 6:00
Place Danielle's
790 S.W. 7TH. Court
Boca West
R.S.V.P. 368-1707

1. What's happening? ______________________________
2. Who's invited? ______________________________
3. Date? ______________ Time? ______________
4. Where? ______________________________
5. Bring? ______________ and ______________
6. Reply to? ______________________________

WRITING STANDARD D-16 – PREPARATORY SHEET 3

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

TEACHER DIRECTED

EXPLANATION: Have students study the announcement concerning Buffaloes. When they have answered who, what, where, when and how, have the students answer the questions concerning the announcement for reinforcement.

Example:

An announcement directions: *Read the announcement below and answer the questions that follow.*

AIR YEW A BUFFALO?
NO, I'M A GOPHER
OH! WELL, SORRY TO BOTHER YOU

NOTICE!
THE BUFFALOES WILL PLAY
THEIR LAST GAME SATURDAY
AT 3:00 SHARP ______ ALSO
A STAMPEDE WILL BE HELD
AT 2:30 ON CODY FIELD!
• REFRESHMENTS AT THE CHUCK WAGON •

1. Who's playing? ______________________________
2. When? ____________________ what time? ____________
3. What's happening at 2:30? ______________________
4. Where? ______________________________
5. Refreshments available at? ______________________

WRITING STANDARD D-16 – ACTIVITY SHEET 1

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT,
NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE WRITTEN MESSAGE

A) *Student Directions: Read the following paragraph. Then study the "instructions in case of emergency."*

Wendy is visiting her aunt in Chicago when her aunt takes suddenly ill and is rushed to the hospital. Wendy will be alone overnight in her apartment. Even as short a time as overnight, she may not know exactly what to do in the event of an emergency. Suppose there is a power failure, or the water pipes break, or the furnace goes out? What if she needs a doctor? Or the police? Or the firemen: At all times, every home should have placed near a telephone, emergency information to aid family and guests in charge in case of any emergency.

INSTRUCTIONS IN CASE OF EMERGENCY — FIRE:

Pick up phone, Dial the operator. (Dial "O"). Say "I want to report a fire." (or use the fire station number, if given). You will be connected with the nearest firehouse, Give your name, the exact address -- floor and apartment number, if any -- and the nature of the fire, general, localized, stove, or whatever the origin may be. The fire department may be able to instruct you on what is to be done until they get there. Leave the telephone number.

B) *Student Directions:* *Imagine you are alone at home when a fire breaks out. Write the necessary information for reporting a fire in your home.*

1. **Dial** ______________________________
2. **Say "** ______________________________ **"**
3. **Give: Your name** ____________________ **Tel. No.** ____________________

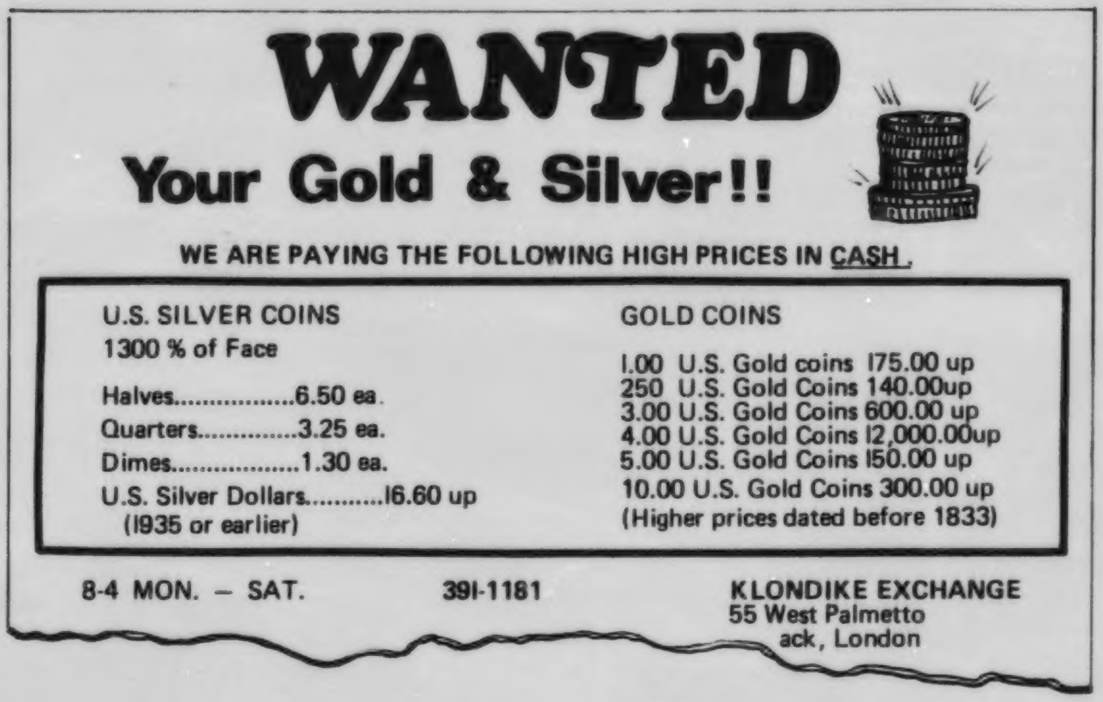
   Your address ____________________ **Appt/floor** ____________________
4. **State nature of fire (ex. electrical wiring)** ____________________

WRITING STANDARD D-16 – ACTIVITY SHEET 2

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE WRITTEN MESSAGE

Student Directions: *Shawn is writing to his cousin, Mark, in Louisville about the following advertisement that appeared in the local newspaper. He can't cut out the ad and mail it because his sister wants to keep the classified section (on used cars) on the other side. Study the ad. Then answer the questions below on your own paper.*



WANTED

Your Gold & Silver!!

WE ARE PAYING THE FOLLOWING HIGH PRICES IN CASH.

U.S. SILVER COINS
1300 % of Face
Halves.................6.50 ea.
Quarters..............3.25 ea.
Dimes..................1.30 ea.
U.S. Silver Dollars...........16.60 up
(1935 or earlier)

GOLD COINS
1.00 U.S. Gold coins 175.00 up
250 U.S. Gold Coins 140.00up
3.00 U.S. Gold Coins 600.00 up
4.00 U.S. Gold Coins 12,000.00up
5.00 U.S. Gold Coins 150.00 up
10.00 U.S. Gold Coins 300.00 up
(Higher prices dated before 1833)

8-4 MON. – SAT.

391-1181

KLONDIKE EXCHANGE
55 West Palmetto
ack, London

1. **The Klondike Exchange buys and sells? ______________ and ______________.**
2. **The store is open? ______________ from ______________ a.m. ______________ p.m.**
3. **The telephone number is? ______________**
4. **A 1935 silver dime is worth? ______________**
5. **In gold coins Mark is especially interested in ______________**

WRITING STANDARD D-16 – ACTIVITY SHEET 3

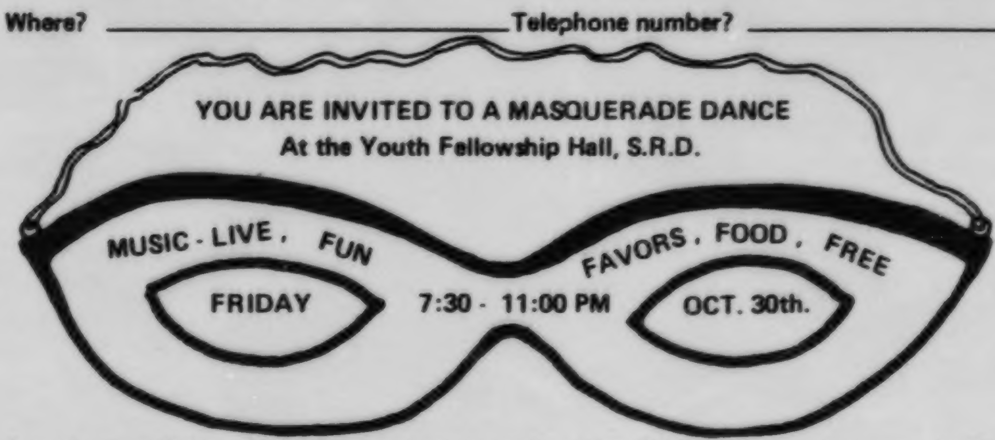
INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE INVITATION

A. Jonathan is having a Halloween party on Saturday, October 31, 1981. He plans to invite Julie, David, Sherry, Chip, Nancy, Ricardo, Sammy, and Gwenn. The party will start from Jonathan's house at 7:30 p.m. and end back there at midnight. They are going "trick or treating" at friends' and relatives' homes. It is a costume party. Jon lives at 935 N.W. 61st Street. His telephone number is 391-0196.

Student Directions: *Write the correct answers to the questions on your own paper.*

1. **What's happening?** ____________________
2. **Who's giving the party?** ____________________ ____________
3. **When?** ____________________ **from** __________ **to** __________
4. **How many girls are invited?** ______________ **how many boys?** ________
5. **Is it a costume party?** ____________________
6. **Where?** ______________ **Telephone number?** ____________



YOU ARE INVITED TO A MASQUERADE DANCE
At the Youth Fellowship Hall, S.R.D.

MUSIC - LIVE, FUN
FAVORS, FOOD, FREE
FRIDAY
7:30 - 11:00 PM
OCT. 30th.

B. Amy is accepting an invitation to a masquerade party. Write the correct answers to the questions on your own paper.

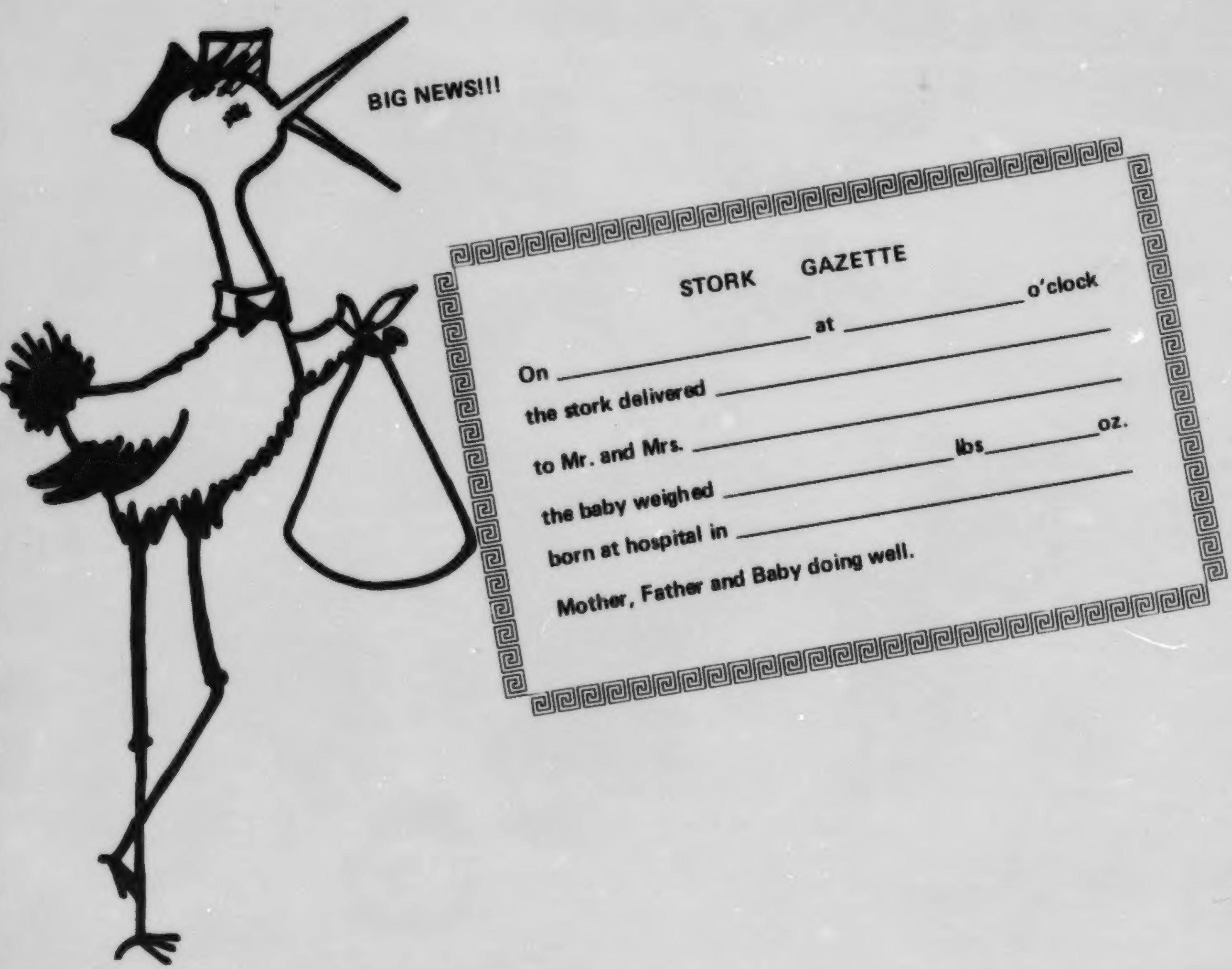
1. **What's happening?** ____________________
2. **Where?** ____________________
3. **When?** ____________________ **from** __________ **to** __________
4. **Should Amy call Jonathan soon to say she can't attend his party?** ____________
5. **Will there be food served?** ____________________

WRITING STANDARD D-16 – ACTIVITY SHEET 4

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE ANNOUNCEMENT

Student Directions: *Fill in your own birth announcement or write one for a sister, brother, niece, nephew, cousin or friend.*



STORK GAZETTE

On ____________________ at ____________ o'clock

the stork delivered ______________________________

to Mr. and Mrs. ______________________________

the baby weighed ____________ lbs ________ oz.

born at hospital in ______________________________

Mother, Father and Baby doing well.

WRITING STANDARD D-16

PREPARATORY SHEET 1

A WRITTEN MESSAGE

1. Dad
2. Hitari game sets
3. Penneys'
4. 5:00
5. Jon

PREPARATORY SHEET 2

AN INVITATION

1. Danielle is having a birthday party.
2. Amy
3. Saturday, January 26 12:00 noon – 6:00 p.m.
4. Danielle's house – 790 S.W. 7th Court, Boca West.
5. Skates and Present
6. 368-1707

PREPARATORY SHEET 3

AN ANNOUNCEMENT

1. The Buffaloes
2. Saturday 3:00 p.m.
3. A "Stampede" (rally)
4. Cody Field
5. Chuck Wagon

ACTIVITY ANSWER KEY

WRITING STANDARD D-16

ACTIVITY 1

(Answers will vary.)

THE WRITTEN MESSAGE

1. Dial "O" for operator or call the fire department direct if number is given.
2. Say "I want to report a fire."

*3. Give -- your name tel. number
your address apt./floor number

4. State — nature of fire/for example -- general, localized, stove, electrical, roof.

ACTIVITY 2

THE WRITTEN MESSAGE

1. Gold, silver
2. Monday-Saturday 8:00 a.m. – 4:00 p.m.
3. 391-1181
4. $1.30 each
5. $5.00 U.S. gold coins, worth $150.00 and up

ACTIVITY 3

THE INVITATION

A.
1. A Halloween party
2. Jonathan
3. Friday, October 30, 1981 7:30 p.m. – 12:00 midnight
4. Five girls, five boys (including Jonathan)
5. Yes
6. At Jon's house – 925 N.W. 61st. Street Tel. No. 391-0196

B.
1. Amy is invited to a Masquerade dance.
2. The Youth Fellowship Hall, S.R.O.
3. Friday, October 30 7:30 p.m. – 11:00 p.m.
4. Yes
5. Yes

ACTIVITY 4

THE ANNOUNCEMENT

(Answers will vary.)

WRITING STANDARD D-16 – EVALUATION I

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE WRITTEN MESSAGE

Student Directions: *In every sentence some words are important and others are not. The important words give you the message. Concentrate on the important words.*

Imagine that you are sending a telegram to a friend. You may only use important words since a telegram is very short. You want to tell him:

1. **If seat space is available, you arrive by plane at 7:05 a.m.**
2. **If seat space is not available, you will arrive by afternoon bus at 5:35 p.m.**
3. **You would like him to call you at the Wayside Motor Lodge.**

You have only fifteen words in which to say the message -- otherwise you will have to pay more money.

Using your own paper, write out the important words for the telegram message. You may not need to fill in all 15 spaces.

________ ________ ________ ________ ________

________ ________ ________ ________ ________

________ ________ ________ ________ ________

WRITING STANDARD D-16 – EVALUATION II

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE WRITTEN MESSAGE

If you concentrate on the important words in a sentence, you will get a good idea of what the sentence is about. You don't need all of the words.

Student Directions: *Read each of the following telegram messages. Then using the lines after each, fill in the words that might be missing, the words that would make the sentences more complete. Do all written work on your own paper.*

1. **BAD STORMS. FLIGHT CANCELLED. BRIDGE DOWN. STAYING TILL TOMORROW. WILL LEAVE BY AFTERNOON BUS. CALL.**

You might write ______________________________

____

______________________________.

2. **I'VE DECIDED TO ENTER JO'S HONEY IN HORSE SHOW. SEND HER PAPERS AND SHOT RECORDS.**

You might write ______________________________

____

______________________________.

WRITING STANDARD D-16 – EVALUATION III

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE WRITTEN MESSAGE

Student Directions: *Unscramble the following telegram messages. Rewrite each message on your own paper.*

1. GOING TO TUXEDO SATURDAY. NEED WEDDING. SEND YOURS. BE IN CHURCH.

2. AM SELLING WIFE, KIDS. COULDN'T STAND MOVING HOUSE WITH COLD TO FLORIDA.

WRITING STANDARD D-16 – EVALUATION IV

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE INVITATION

WEDDING INVITATION TO CHURCH CEREMONY:

Mr. and Mrs. Grant Kingsley
request the honour of your presence
at the marriage of their daughter
Elizabeth Ashley
to
Mr. Mark John Micire
on Friday, the fifth of June
One thousand nine hundred and eighty one
at twelve o'clock
Grace Emmanuel Church
330 Flagler Drive
West Palm Beach, Florida

Student Directions: *Complete the following on your own paper.*

1. **The bride-to-be is the daughter of ______________________________**
2. **The groom's full name is ______________________________**
3. **The wedding is to be on ______________ 19 ________ at ________ o'clock**
4. **The address of the church is ______________________________**
5. **In the city of ______________________ , ______________________**

On what line should you write:

1. **The bride's parent's name?** **line ________**
2. **The bride's name?** **line ________**
3. **The groom's parent's name?** **line ________**
4. **The groom's name?** **line ________**
5. **The hour of the wedding ceremony?** **line ________**

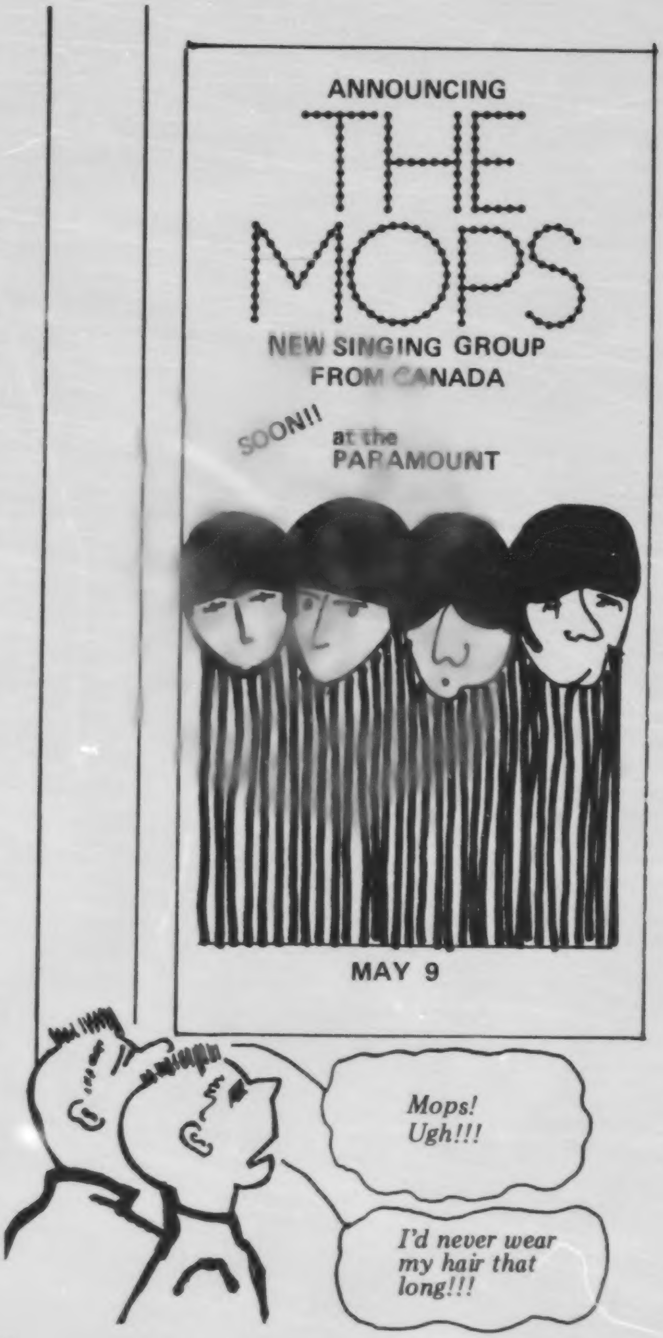
WRITING STANDARD D-16 – EVALUATION V

INCLUDE IN ANY WRITTEN MESSAGE, INVITATION, OR ANNOUNCEMENT, NECESSARY INFORMATION SUCH AS WHO, WHAT, WHERE, WHEN AND HOW?

THE ANNOUNCEMENT

Student Directions: *Complete the following on your own paper.*

1. **Who's coming?** ____________
2. **What are they?** ____________
3. **When?** ____________
4. **Where?** ____________
5. **How much?** ____________


ANNOUNCING
THE MOPS
NEW SINGING GROUP FROM CANADA
SOON!!
at the PARAMOUNT
MAY 9
Mops! Ugh!!!
I'd never wear my hair that long!!!

EVALUATION ANSWER KEY

WRITING STANDARD D-16
THE WRITTEN MESSAGE

EVALUATION I (Answers will vary.)

SAMPLE:

IF SPACE AVAILABLE ARRIVE PLANE 7:05 A.M. IF NOT AFTERNOON BUS 5:35 CALL WAYSIDE LODGE. (15 words)

EVALUATION II (Answers will vary.)

SAMPLE:

1. You might write: BECAUSE OF BAD STORMS MY FLIGHT WAS CANCELLED. PLUS THE BRIDGE WAS DOWN, I'M STAYING UNTIL TOMORROW WHEN BRIDGE IS REPAIRED, I'LL LEAVE BY THE AFTERNOON BUS. CALL (WAYDISE MOTOR LODGE.)

2. You might write: I'VE DECIDED TO ENTER JO' SHONEY IN THE HORSE SHOW. PLEASE SEND HER (REGISTRATION) PAPERS AND (WORM) SHOT RECORDS.

EVALUATION III

SAMPLE:

UNSCRAMBLED MESSAGES

1. GOING TO BE IN CHURCH WEDDING SATURDAY, NEED TUXEDO, SEND YOURS.
2. AM SELLING HOUSE, MOVING TO FLORIDA WITH WIFE, KIDS, COULDN'T STAND COLD.

Continued on next page

EVALUATION ANSWER KEY

WRITING STANDARD D-16 (continued)

EVALUATION IV

THE INVITATION

1. Mr. and Mrs. Grant Kingsley
2. Mark John Micire
3. Friday, June 5, 1981 — twelve
4. 330 Flagler Drive
5. West Palm Beach, Florida

1. line 1
2. line 4
3. does not appear on invitation
4. line 6
5. line 9

EVALUATION V

THE ANNOUNCEMENT

1. THE BUGS
2. A NEW SINGING GROUP FROM ENGLAND
3. MAY 9
4. AT THE ROXY
5. DOESN'T SAY

WRITING STANDARD--E: The student will write letters and messages using commonly accepted formats.

E-17: Write a business letter when specific information is given

E-18: Use a proper form when writing a simple business letter.

WRITING STANDARD E-17-18 – PREPARATORY SHEET 1

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

TEACHER DIRECTED

EXPLANATION: Business letters are written in a standard six part form that is pictured below:

____

____________ 1. **Heading**

____

2. **Inside address** ____________________

____

____

3. **Salutation** ____________________

4. **Body** ____

____

____

____________________ **Closing**

____________________ **Signature**

1. **The Heading** contains the writer's address (including zip code) and the date:

2752 Pelican Lane
Fort Meyers, Florida 34612
January 2, 1980

2. **The Inside Address** gives the name and complete address of the person to whom the letter is being written.

Mr. James Martin
Lighthouse Publishing Company
8000 Biscayne Boulevard
Miami, Florida 33616

Continued on next page

WRITING STANDARD E-17-18 – PREPARATORY SHEET 1

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

(Continued)

3. **The Salutation** is a formal hello directed to the person to whom the letter is being written. In letters addressed to a firm or to an individual whose name is not known, a general salutation is used:

Dear Mrs. Smith:
Dear Mr. Jones:
Dear Sir;
Dear Madam:
Gentlemen:
Dear Sirs:

4. **The Body** is the message of the letter.

5. **The Closing** is a formal good-bye or ending of the letter and is usually one of these phrases:

Yours truly,
Very truly yours,
Yours very truly,
Sincerely,
Sincerely yours,
Yours sincerely,

6. **The Signature** shows who the letter is from and makes the letter official. Print or type your name under your signature, so it is easy to read. Use your full name. Don't use a nickname.

James English

James English

A woman may indicate her marital status by putting Miss or Mrs. in parentheses before her signature: (Mrs.) Jane English

(Mrs.) Jane English

WRITING STANDARD E-17-18 – PREPARATORY SHEET 2

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

TEACHER DIRECTED

EXPLANATION: Points to remember when writing business letters:

1. **Separate city and state (but not zip code) by a comma: Fort Meyers, Florida 34612**
2. **Separate date and year by a comma: January 2, 1980**
3. **Put a colon after the salutation: Dear Mr. Martin:**
4. **Capitalize only the first word of the closing, and follow the closing with a comma: Yours truly,**
5. **Be polite.**
6. **Be brief.**
7. **Express yourself clearly.**

APPEARANCE OF BUSINESS LETTERS

1. **Use 8½ x 11 inch unlined paper.**
2. **Type or write using blue or black ink.**
3. **Leave margins of at least one inch at the top, bottom and both sides of the page.**
4. **Be neat.**
5. **Have no marks-outs or erasures.**
6. **Use correct grammar, spelling, and punctuation.**

WRITING STANDARD E-17-18 – ACTIVITY SHEET 1

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND
USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Identify the six parts of a business letter. Write the answers on your own paper.*

1. ______________________
____
____

2. ______________________
____
____

3. ______________________

____

____

4. ____

____

____

5. ______________________

6. ______________________

WRITING STANDARD E-17-18 – ACTIVITY SHEET 2

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Use the following samples as guides to the questions below:*

42 Grace Avenue
Palm Beach, FL 33409
heading ---------- March 28, 1980

Mrs. Mary Jones
Ace Employment Agency --------- **inside address**
12 Main Street
Palm Beach, FL 33409

Dear Mrs. Jones: ---------- **salutation**

1. **A business letter has an inside address. Look at the inside address. What does each line tell you?**

   Line 1 ______________________________

   Line 2 ______________________________

   Line 3 ______________________________

   Line 4 ______________________________

2. **A business letter has a colon (:) after the greeting. Add colons to these greetings.**

   a. Dear Mrs. Jones
   b. Dear Dr. Johnson
   c. Dear Madam
   d. Dear Sir

3. **Write an inside address for Mrs. Shelly Patterson. Mrs. Patterson works at Hanley Furniture Company, 20 South Dixie Highway, West Palm Beach, Florida 33409.**

   ____

   ____

   ____

   ____

Continued on next page

WRITING STANDARD E-17-18 – ACTIVITY SHEET 2
WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

(Continued)

4. **John, who lives at 32 East Mango Road, North Palm Beach, Florida 33410 would like to write a letter to Mr. Roger Pritts. He works at Pritts Sporting Goods, 28 East Main Street, West Palm Beach, Florida 33409. Please start the letter for him.**

heading ______________________

____

____

____

______________________ **inside address**

____

______________________ **salutation**

WRITING STANDARD E-17-18 – ACTIVITY SHEET 3

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Use the following information to write a business letter that is in the proper form and correctly punctuated. Use your own paper.*

Heading: 4552 Garden Lane, Baltimore,
Maryland 02016, July 6, 1980

Inside Address: Mr. Jason Andrews,
Kellogg Corporation
2714 Front Street
Grand Rapids, Michigan 54301

Salutation: Dear Mr. Andrews:

Body: Please send me your free collection of astronaut posters that was advertised in the June issue of Boy's Life Magazine. I am enclosing the required two cereal box tops and twenty-five cents to cover postage.

Closing: Yours truly,

Signature: Rodney Green

WRITING STANDARD E-17-18 – ACTIVITY SHEET 4

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Write an appropriate business letter using the following information.*

Three months ago you bought a portable radio from the Good-Value Department Store at 6305 South Hillside Avenue, Chicago, Illinois. The zip code is 60235. Luckily you have a one year guarantee because your radio doesn't work anymore. In your letter, ask them what they will do. Include all facts and details which you think are important.

WRITING STANDARD E-17-18 – ACTIVITY SHEET 5

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *The following paragraph contains all the information needed for a business letter. Write the letter in correct form.*

39 Canyon Drive, Flagstaff, Arizona 86001 December 2, 1975, Acme Outfitting Company Inc., P.O. Box 289, Milwaukee, Wisconsin 53248, Gentlemen, kindly send me your mail order catalogue on sporting goods and camping equipment, Thank you for your cooperation, Sincerely, Jane Doe

---

WRITING STANDARD E-17-18 – ACTIVITY SHEET 6

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

HELP WANTED: DISHWASHER. WRITE MR. ARNOLD SPENCER, BLUE KNIGHT RESTAURANT, 692 VINE BLVD., HOLLYWOOD, FL 33341.

Student Directions: *Write a business letter. Answer the ad above. Say that you can do the job well. You have had a job like this before. You have good references. You hope to hear from Mr. Spencer.*

ACTIVITY ANSWER KEY

WRITING STANDARD E-17 – 18

ACTIVITY 1

1. Heading
2. Inside Address
3. Salutation
4. Body
5. Closing
6. Signature

ACTIVITY 2

1. Line 1: Person to whom letter is being sent.
   Line 2: Company
   Line 3: Street Address
   Line 4: City, State, and Zip Code

2. a. Dear Mrs. Jones:
   b. Dear Dr. Johnson:
   c. Dear Madam:
   d. Dear Sir:

3. Mrs. Shelly Patterson
   Hanley Furniture Company
   20 South Dixie Highway
   West Palm Beach, FL 33409

4. heading – 32 East Mango Rd.,
   North Palm Beach, FL 33410
   Date will vary.

Mr. Roger Pritts
Pritts Sporting Goods – inside address
28 East Main Street
West Palm Beach, FL 33409

Dear Mr. Pritts: – salutation

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD E-17 –18 (continued)

ACTIVITY 3

4552 Garden Lane
Baltimore, Maryland 02016
July 6, 1980

Mr. Jason Andrews
Kellogg Corporation
2714 Front Street
Grand Rapids, Michigan 54301

Dear Mr. Andrews:

Please send me your free collection of astronaut posters that was advertised in the June issue of Boy's Life Magazine. I am enclosing the required two cereal box tops and twenty-five cents to cover postage.

Yours truly,
Rodney Green
Rodney Green

ACTIVITY 4

(Answers will vary.)
Standard format should be used.

ACTIVITY 5

39 Canyon Drive
Flagstaff, Arizona 86001
December 2, 1975

Acme Outfitting Company, Inc.
P.O. Box 289
Milwaukee, Wisconsin 53248

Gentlemen:

Kindly send me your mail order catalogue on sporting goods and camping equipment.

Thank you for your cooperation.

Sincerely,
Jane Doe
Jane Doe

ACTIVITY 6

(Answers will vary.)
Standard format should be used.

WRITING STANDARD E-17-18 – EVALUATION I

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Read the statement below. Choose the correct answer:*

1. ____________________
____
2. ____________________

____
____
____________________ 3.
____

____________________ 4.

____
____
____________________ 5. ____________________

6. ____________________

7. ____________________

1. On what line would April 19, 1979 be written?

   A. line 1 B. line 2 C. line 3 D. line 4

2. On what line would Dear Sir be written?

   A. line 1 B. line 2 C. line 3 D. line 4

3. On what line would you write "I'm interested in a job at your company."?

   A. line 4 B. line 5 C. line 6 D. line 7

4. On what line would you sign your name?

   A. line 4 B. line 5 C. line 6 D. line 7

5. On what line would you write "Sincerely yours,"?

   A. line 4 B. line 5 C. line 6 D. line 7

6. On what line would you write your address?

   A. line 1 B. line 2 C. line 3 D. line 4

WRITING STANDARD E-17-18 – EVALUATION II

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Read the following parts of a business letter and then answer the questions that follow. Write the letter of the correct answer on your own paper.*

1. **422 Palm Way**
   Lake Worth, Florida 33460
   Aug. 10, 1980

   In this heading what is incorrect?

   a. The state is spelled incorrectly.
   b. Street should be written "St."
   c. The month is abbreviated.
   d. There should be a comma between the state and the zip code.

2. **Wayside Boating Supplies**
   294 Ocean Drive
   Ft. Lauderdale Florida 33221

   In this inside address what is incorrect?

   a. Drive should be written "Dr."
   b. There should be no zip code in the inside address.
   c. There should be a comma between Ft. Lauderdale and Florida.
   d. There is nothing wrong.

3. **Dear Mr. Fisher,**

   What is incorrect in this salutation?

   a. Dear should not be capitalized.
   b. The comma should be a colon.
   c. The term "Dear Sir" should be used.
   d. There is nothing wrong.

4. **Sincerely yours,**

   What is incorrect in this closing?

   a. Yours should be capitalized.
   b. There should be a colon after yours.
   c. It is not one of the recommended business letter closings.
   d. There is nothing wrong.

5. **Sincerely,**
   JOHN JACOBS

   What is incorrect in this closing?

   a. John Jacobs should have signed his name.
   b. John Jacobs should put "Mr." before his name.
   c. The closing is not spelled correctly.
   d. There is nothing incorrect.

WRITING STANDARD E-17-18 – EVALUATION III

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Choose the answer that best completes the statement. Write the letter of the correct answer on your own paper.*

1. **Business letters are written in a standard __________ part form.**

   a. four
   b. five
   c. six
   d. seven

2. **The heading of a business letter includes ____________________.**

   a. the writer's address (including the zip code) and the date.
   b. the writer's name, address (including the zip code) and the date.
   c. the address of the person to whom the letter is being written.
   d. the address of the person to whom the letter is being written and the date.

3. **Which of the following is not an acceptable salutation?**

   a. Dear Mrs. Smith:
   b. Gentlemen:
   c. Dear Sir:
   d. To Whom it May Concern:

4. **Which of the following is not an acceptable closing?**

   a. Yours truly,
   b. Yours Sincerely,
   c. Very truly yours,
   d. Sincerely yours,

5. **Which of the following signatures is not acceptable?**

   a. (Mrs.) Carol Johnson
   b. Carol L. Johnson
   c. Carol Johnson
   d. Carol (Lucky) Johnson

WRITING STANDARD E-17-18 – EVALUATION IV

WRITE A BUSINESS LETTER WHEN SPECIFIC INFORMATION IS GIVEN AND USE PROPER FORM WHEN WRITING A SIMPLE BUSINESS LETTER

Student Directions: *Write a business letter to Mrs. Grace Jones at the Jones Lumber Yard, 1609 Adams Street, Seattle, Washington 82906. Ask her if you can meet with her next week. You want to apply for a job. Tell her where she can call you.*

____
____
____
____

____
____
____
____

____

____
____
____
____

____
____

EVALUATION ANSWER KEY

WRITING STANDARD E-17–18

EVALUATION I

1. B
2. D
3. B
4. D
5. C
6. A

EVALUATION II

1. C
2. C
3. B
4. D
5. A

EVALUATION III

1. C
2. A
3. D
4. B
5. D

EVALUATION IV

(Answers will vary.)

Standard format should be used.

E-19: Use a proper form when addressing a business envelope.

WRITING STANDARD E-19 – PREPARATORY SHEET 1
USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

TEACHER DIRECTED

EXPLANATION: The envelope of a letter should be addressed clearly and accurately. The letter may not be delivered if the address is carelessly written.

1. **Return Address** -- This is your name and address. If your letter cannot be delivered it will be returned to you. Without a return address, it will end up in a dead letter office.

2. **Mailing Address** -- This is where the letter is going. Make certain that this information is clearly and accurately written.

3. **Postage** -- This is the stamp for the class and weight of your letter. Most letters weigh less than ½ ounce and are mailed first class for the quickest delivery.

4. **Special Instructions** -- This is where you notify the post office of any special instructions; such as "Do not bend" or "Special Delivery" (remember that Special Delivery costs extra)

WRITING STANDARD E-19 – PREPARATORY SHEET 2

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

SAMPLE ENVELOPE:

Martin Jones
629 Pearl Lane
Houston, Texas 73104

Miss Susan Brown
151 Maple Avenue
Chicago, Illinois 60606

INSTRUCTIONS FOR ADDRESSING A BUSINESS ENVELOPE:

1. Place the Return Address in the upper left corner of the envelope. Remember to include zip code.
2. Place the Mailing Address just below the middle and to the left of the center of the envelope.
3. If the letter is going to an adult, write a title before the name: Mr., Mrs., Ms., Dr. and so on.
4. A comma should separate the city and state. Place the zip code number several spaces after the state.

WRITING STANDARD E-19 – ACTIVITY SHEET 1

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

Jim Scott
535 Thomas Road
Ocala, Florida 32104

Ms. Helen Welsh
Ace Hardware Company
1404 Lakeside Avenue
Miami, Florida 33126

We use two addresses on envelopes. The address in the middle, the **Mailing Address**, shows who the letter is being sent to. The **Return Address** in the upper left corner tells who sent the letter.

1. **Copy the address of the person who will get the letter.**

____

____

____

____

2. **Copy the address of the person who sent the letter.**

____

____

____

WRITING STANDARD E-19 – ACTIVITY SHEET 2

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

Student Directions: *Address envelope 1 to: Dr. Isaac Brown, Children's Medical Center, 324 Bayfront Boulevard, Tampa, Florida 31042*

Address envelope 2 to: Mrs. Barbara Jones, Federal Bureau of Investigation, 2301 Hoover Center, Washington, D.C. 02601

Use your return address for both envelopes.

1.

____
____
____

____
____
____
____

2.

____
____
____

____
____
____
____

WRITING STANDARD E-19 – ACTIVITY SHEET 3

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

Student Directions: ***Address these envelopes using the following information. Use your own return address. Use appropriate capitalization and punctuation.***

1. *miss wilma r gaines 244 orchid avenue omaha nebraska 68041*
2. *mrs ellen j carter hershey corporation 1601 oak lane hershey pennsylvania 10314*

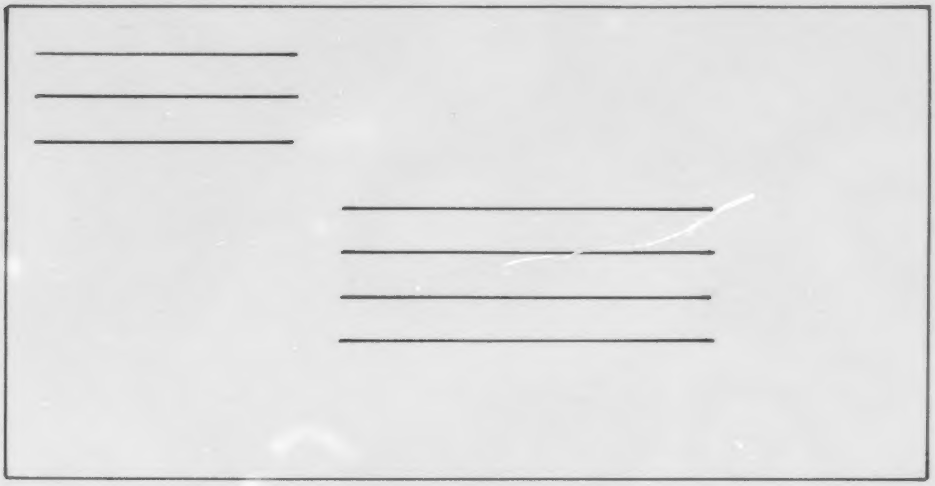
1.

2.

WRITING STANDARD E-19 — ACTIVITY SHEET 4

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

Student Directions: *Look through the advertisements in a catalogue, newspaper, or magazine. Select an item you would like to have and address an envelope to that company.*



ACTIVITY ANSWER KEY

WRITING STANDARD E-19

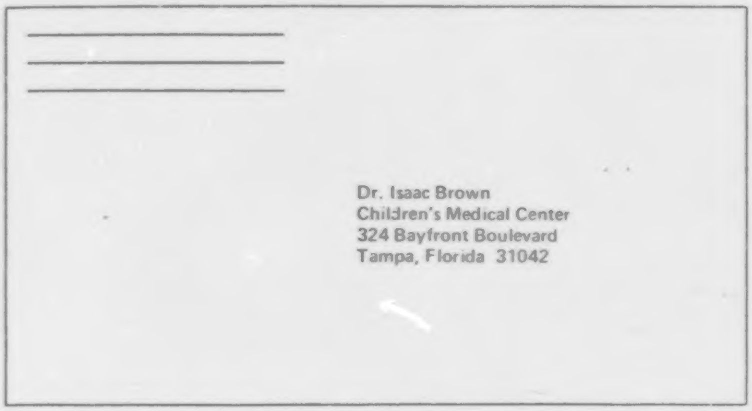
ACTIVITY 1

1. Ms. Helen Welsh
Ace Hardware Company
1404 Lakeside Avenue
Miami, Florida 33126

2. Jim Scott
535 Thomas Road
Ocala, Florida 32104

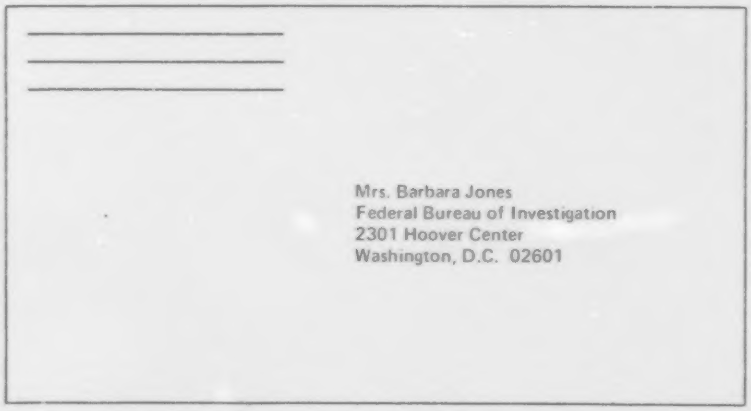
ACTIVITY 2 (Return addresses will vary.)

1.



Dr. Isaac Brown
Children's Medical Center
324 Bayfront Boulevard
Tampa, Florida 31042

2.



Mrs. Barbara Jones
Federal Bureau of Investigation
2301 Hoover Center
Washington, D.C. 02601

Continued on next page

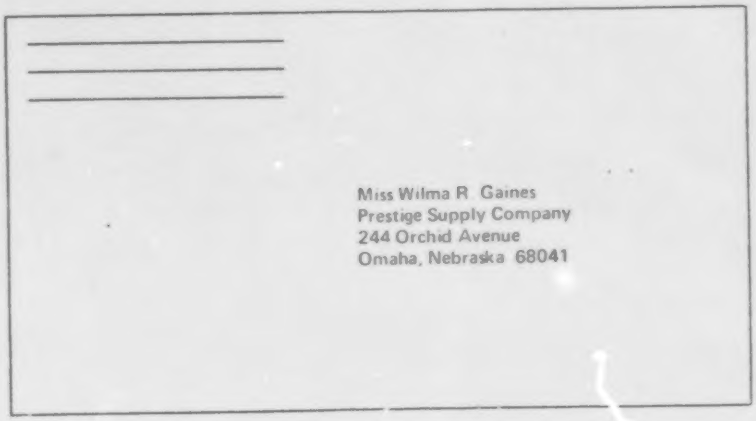
ACTIVITY ANSWER KEY

WRITING STANDARD E-19 (continued)

ACTIVITY 3

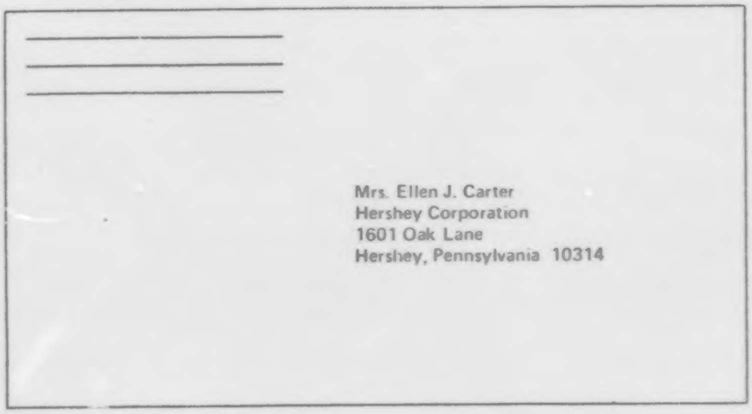
(Return addresses will vary.)

1.



Miss Wilma R. Gaines
Prestige Supply Company
244 Orchid Avenue
Omaha, Nebraska 68041

2.



Mrs. Ellen J. Carter
Hershey Corporation
1601 Oak Lane
Hershey, Pennsylvania 10314

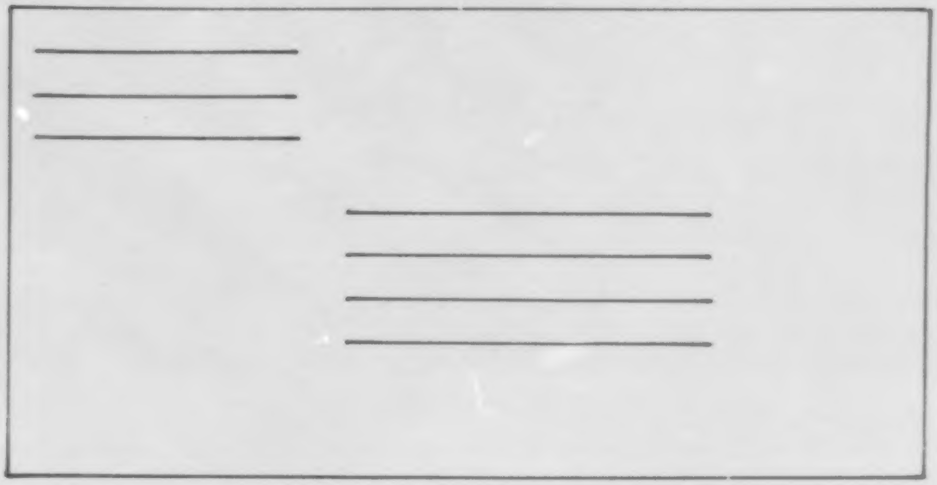
ACTIVITY 4

(Answers will vary.)

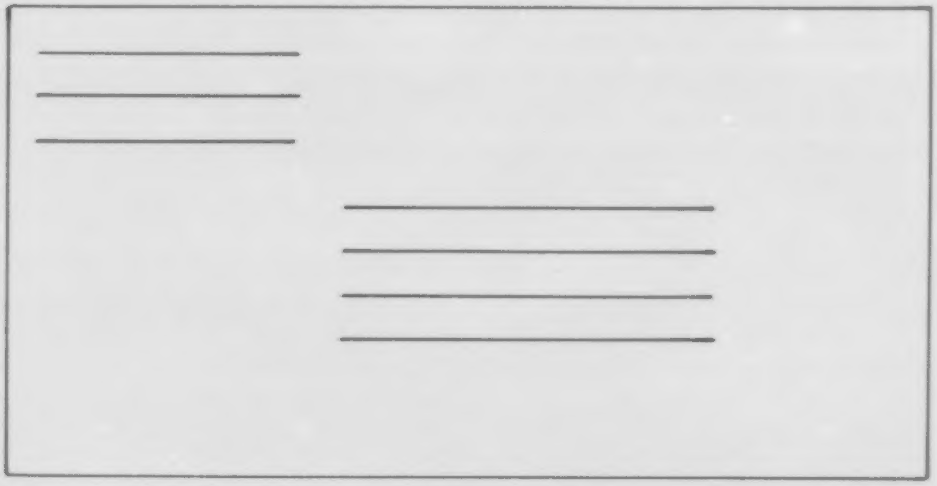
WRITING STANDARD E-19 – EVALUATION I

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

A. *Address envelope to: Mr. Ralph Johnson, Wilson's T.V., Miami, FL 33921. Use your own return address.*



B. *Address envelope to: Ms. Rene Simmons, General Hospital, New York, New York 10009. Use your own return address.*

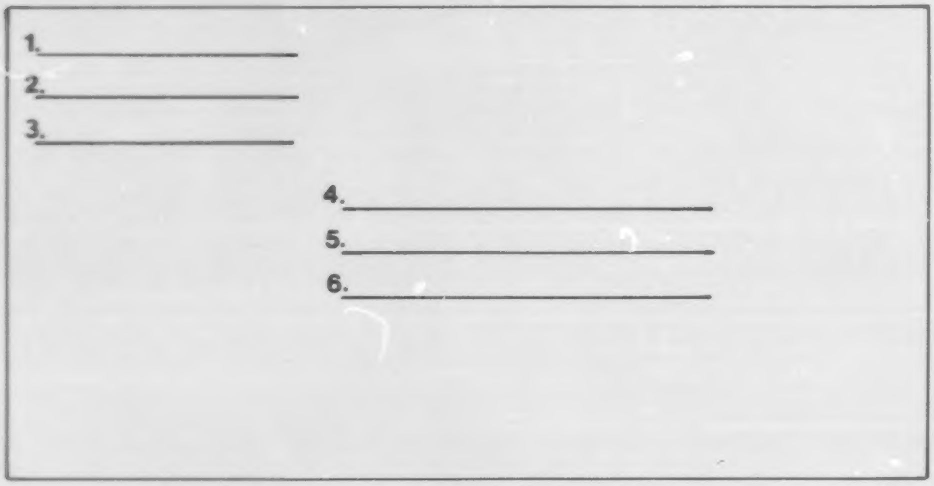


WRITING STANDARD E-19 – EVALUATION II

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

Student Directions: *Maria Lopez lives at 194 Flamingo Road, Miami, Florida 33201. Maria ordered a T-shirt from Modern Graphics, Inc., 4205 Park Avenue, New York, New York 02610.*

To mail in her order Maria will use the envelope below. Use this envelope to answer the following questions.



1. **What should Maria write on line 2?**

   a. Maria Lopez
   b. Modern Graphics, Inc.
   c. 294 Flamingo Road
   d. 4205 Park Avenue

2. **On what line would Modern Graphics, Inc. be written?**

   a. 4
   b. 6
   c. 2
   d. 1

Continued on next page

WRITING STANDARD E-19 – EVALUATION II
USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

(Continued)

3. What should Maria write on line 6?

a. Miami, Florida 33201
b. Modern Graphics, Inc.
c. 4205 Park Avenue
d. New York, New York 02610

4. On what line should Maria write her name?

a. 4
b. 1
c. 3
d. 6

5. Where should Maria write 4205 Park Avenue?

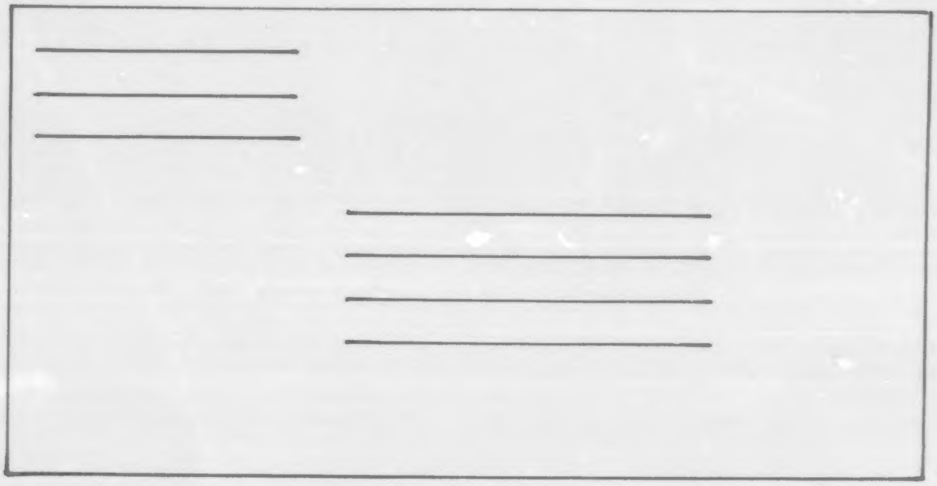
a. 3
b. 6
c. 5
d. 2

WRITING STANDARD E-19 – EVALUATION III

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

HELP WANTED: Gardener, no experience necessary. Write to Mr. Arthur Jordin, 325 Grove Road, Pahokee, Florida 33400

Student Directions: *Address an envelope that you could use to apply for the job above. Use your own return address.*



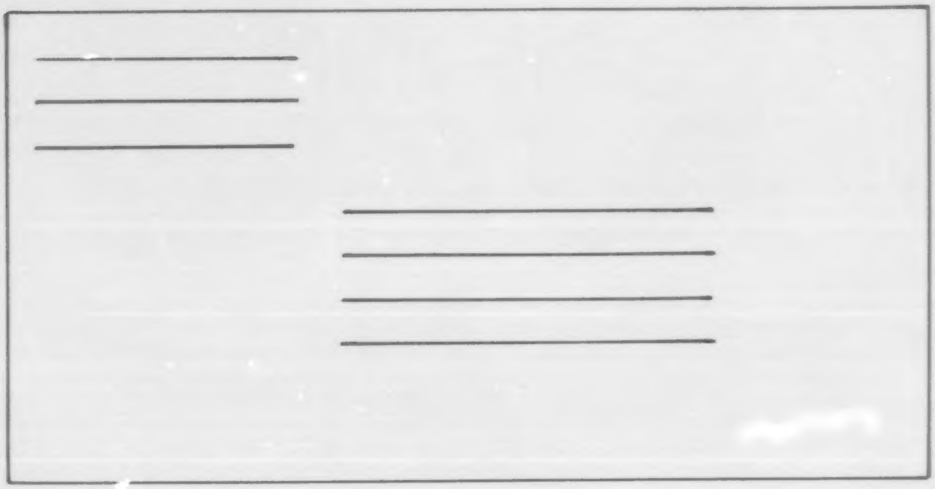
WRITING STANDARD E-19 – EVALUATION IV

USE A PROPER FORM WHEN ADDRESSING A BUSINESS ENVELOPE

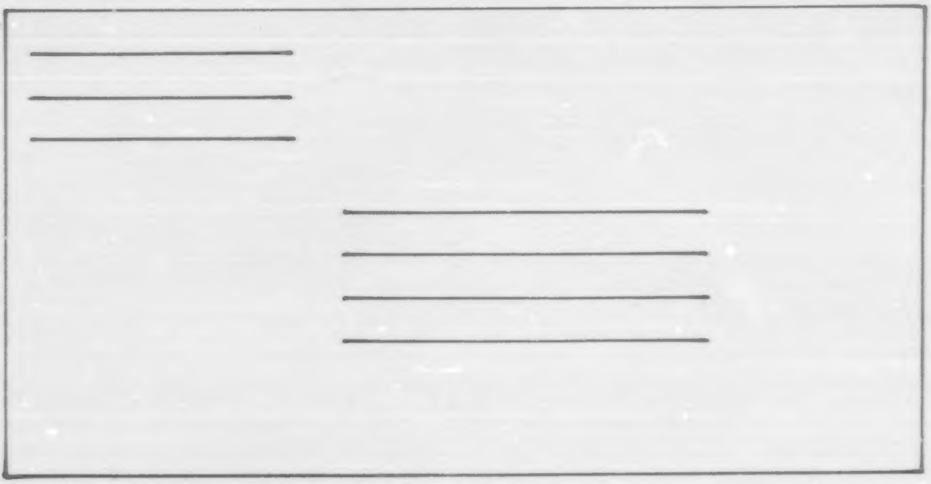
Student Directions: *Address these envelopes using the following information and your own return address. Use appropriate capitalization and punctuation.*

1. *mr gordon prescott ace chemical company 43 industrial parkway tulsa oklahoma 42341*
2. *dr marcia peterson trimline weight clinic 24 holley lane seattle washington 73462*

1.



2.



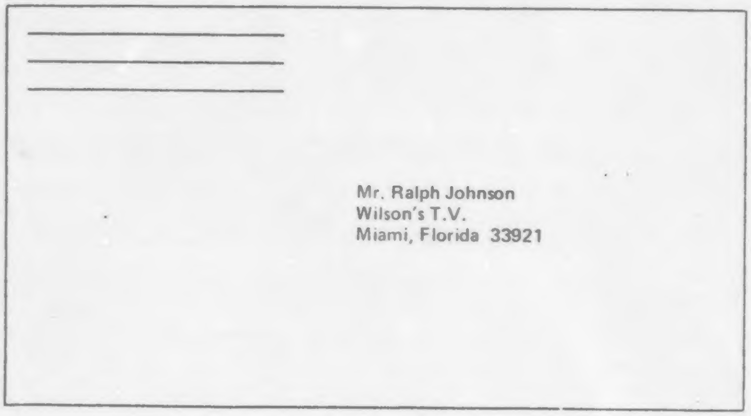
EVALUATION ANSWER KEY

WRITING STANDARD E-19

EVALUATION I

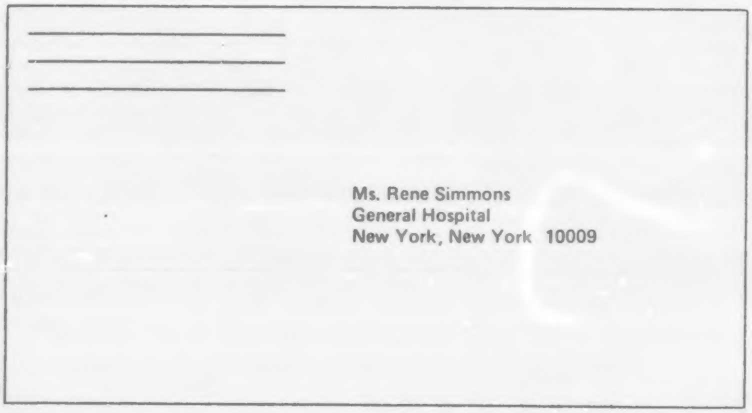
(Return addresses will vary.)

1.



Mr. Ralph Johnson
Wilson's T.V.
Miami, Florida 33921

2.



Ms. Rene Simmons
General Hospital
New York, New York 10009

EVALUATION II

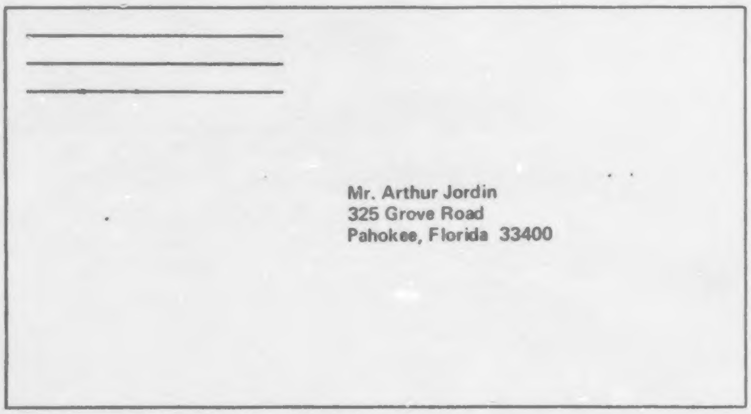
1. c
2. a
3. d
4. b
5. c

Continued on next page

EVALUATION ANSWER KEY

WRITING STANDARD E-19 (continued)

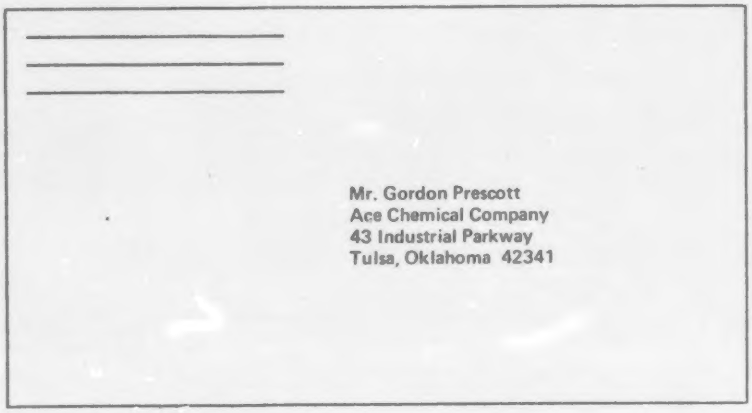
EVALUATION III (Return address will vary



Mr. Arthur Jordin
325 Grove Road
Pahokee, Florida 33400

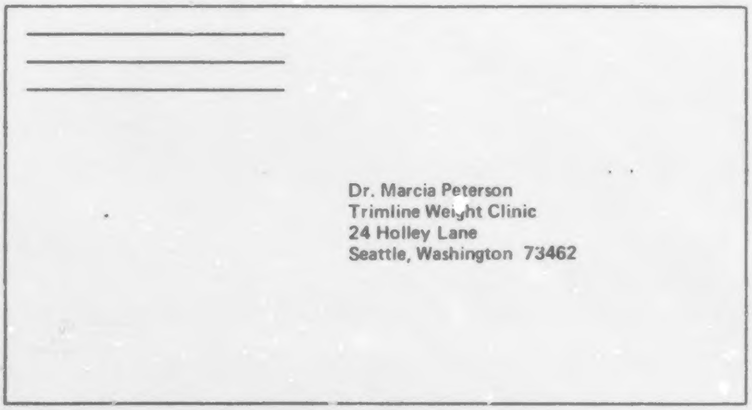
EVALUATION IV (Return addresses will vary.)

1.



Mr. Gordon Prescott
Ace Chemical Company
43 Industrial Parkway
Tulsa, Oklahoma 42341

2.



Dr. Marcia Peterson
Trimline Weight Clinic
24 Holley Lane
Seattle, Washington 73462

WRITING STANDARD--F: The student will fill out common forms.

F-20: Complete the form necessary to apply for a Social Security number.

WRITING STANDARD E-20 – PREPARATORY SHEET 1

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

TEACHER DIRECTED

EXPLANATION:

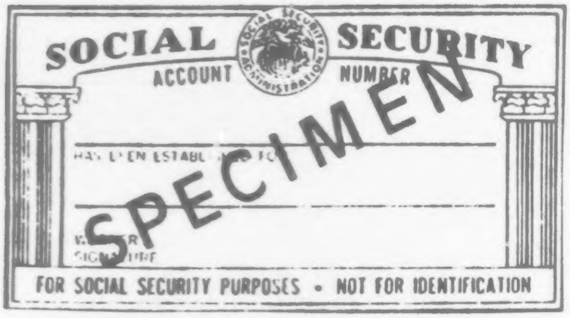
WHAT IS A SOCIAL SECURITY NUMBER?

Everyone in the United States, before getting a job, must get a social security card. The number you receive will be yours alone and you will use it all of your life. You will need to write it on applications when applying for a job, when preparing your income tax forms and on many other forms.

When you receive a number you will be opening a social security account with the government. Every payday, your employer will take a certain sum out of your salary and send it to the government. When you retire you will receive social security money to help you live. The amount depends on how long you have worked and how much money you have earned.

Of course, social security offers other benefits too. For example, if a working mother or father dies, the children in that family will receive a social security check every month.

Security Administration Office, you will receive 2 social security cards. Sign the cards and put one in a safe place and carry the other one in your wallet.


SOCIAL SECURITY
ACCOUNT NUMBER
HAS BEEN ESTABLISHED FOR
SIGNATURE
SPECIMEN
FOR SOCIAL SECURITY PURPOSES • NOT FOR IDENTIFICATION

WRITING STANDARD E-20 – ACTIVITY SHEET 1

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Match the following words and definitions as they relate to an application for a social security number. Write the letter of the correct answer on your own paper. You may use a dictionary for help.*

1. application
2. completed
3. confidential
4. maiden name
5. mailing address
6. regardless
7. signature

a. woman's name at birth; woman's name before marriage
b. private
c. address where you wish your mail delivered
d. a request; a form to be filled out with facts
e. whether or not; does not matter if
f. finished; all filled in
g. one's written name

WRITING STANDARD E-20 – ACTIVITY SHEET 2

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Complete the following statements as they relate to an application for a social security number.*

1. **Jonathan Arnold Nelson's middle initial is ____________________________________ .**

2. **Janice Olson married Jim Riley and uses her husband's last name. Janice Riley's maiden name is ____________________________ .**

3. **Tonya Marie Wallace is not married.**
    - a. **Tonya's middle initial is ____________________________**
    - b. **Tonya's maiden name is ____________________________.**
    - c. **Tonya's first name is ______________________________.**

Fill in the lines below. Use Tonya's name. Write it exactly as asked.

READ CAREFULLY

6. ____

FIRST NAME MIDDLE NAME LAST NAME

7. NAME ____

LAST FIRST MIDDLE INITIAL

WRITING STANDARD E-20 – ACTIVITY SHEET 3

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Help Karen Ann Jones complete her application for a social security number.*

1. **Write Karen's name.**

ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial-if none, draw line —) (Last Name)

2. **Karen is married. She uses her husband's last name. When she was born, she was named Karen Ann Scott.**

2 Print FULL NAME GIVEN YOU AT BIRTH

3. **Karen was born in Chicago. Chicago is in Cook County, Illinois.**

3 PLACE OF BIRTH (City) (County if known) (State)

4. **Karen's mother was named Elizabeth Martin at birth.**

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5. **Karen's father is Donald Robert Jones.**

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6. **Karen is white and was born on May 14, 1960.**

6 YOUR DATE OF BIRTH (Month)(Day)(Year)

8 YOUR SEX Male ☐ Female ☐

7 YOUR PRESENT AGE (Age on last birthday)

9 YOUR COLOR OR RACE White ☐ Negro ☐ Other ☐

7. **Karen has never applied for a social security number before. She lives at 323 Downey Street, Chicago, Illinois 60642 and her phone number is 896-4213.**

10 Have you ever before applied for or had a United States Social Security, Railroad, or Tax Account No.? No ☐ Don't Know ☐ Yes ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NO.

14 NOTICE. Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

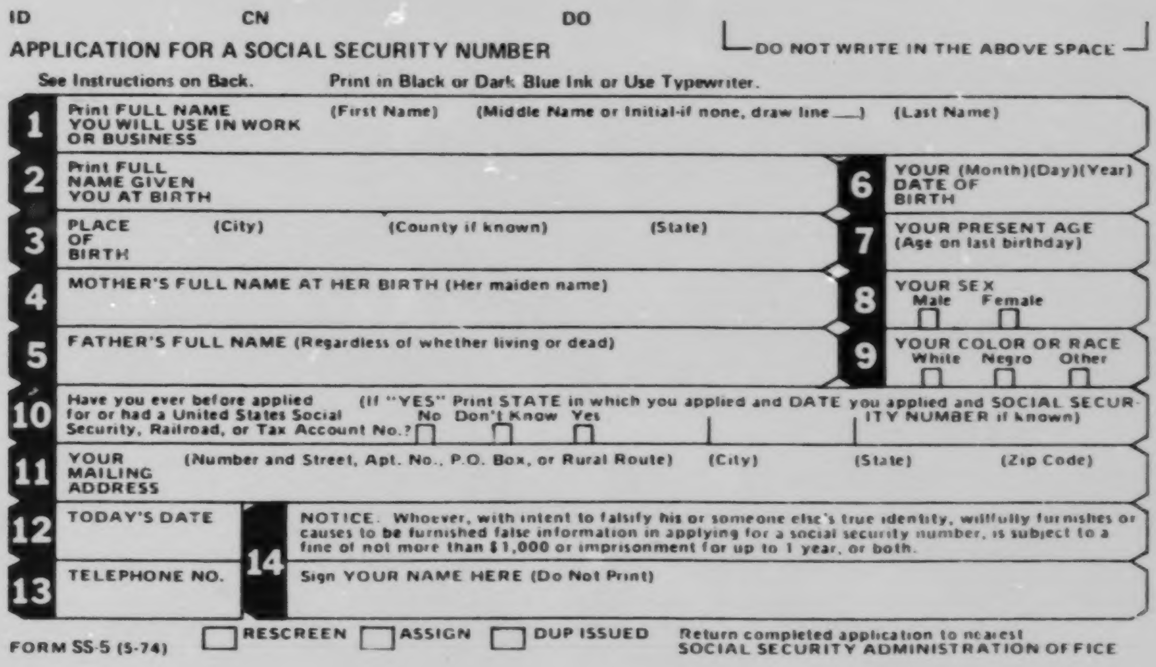
Sign YOUR NAME HERE (Do Not Print)

FORM SS-5 (5-74) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

WRITING STANDARD E-20 – ACTIVITY SHEET 4

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Fill out this application for a social security number. Write clearly.*



ID CN DO

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial-if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month)(Day)(Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX Male ☐ Female ☐

9 YOUR COLOR OR RACE White ☐ Negro ☐ Other ☐

10 Have you ever before applied for or had a United States Social Security, Railroad, or Tax Account No.? No ☐ Don't Know ☐ Yes ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NO.

14 NOTICE. Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

FORM SS-5 (5-74) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

ACTIVITY ANSWER KEY

WRITING STANDARD E-20

ACTIVITY 1

1. d
2. f
3. b
4. a
5. c
6. e
7. g

ACTIVITY 2

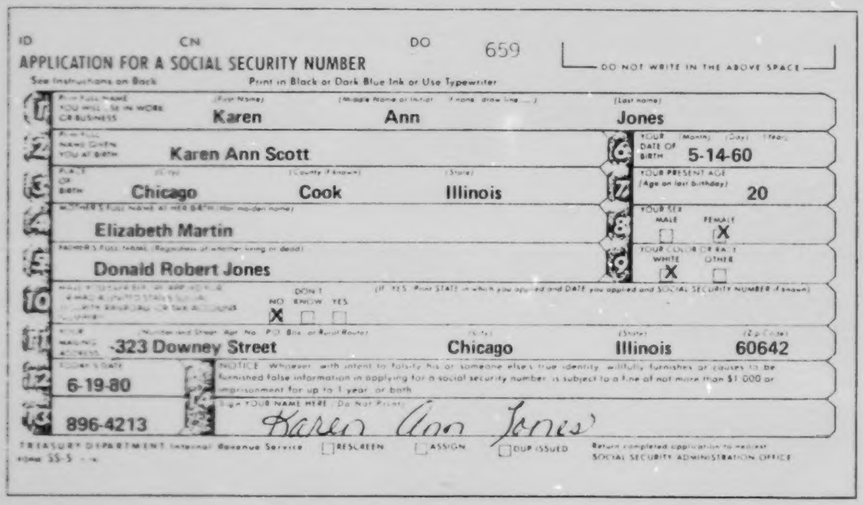
1. A.
2. Olson
3. M.
4. Wallace
5. Tonya
6. Tonya Marie Wallace

FIRST NAME	MIDDLE NAME	LAST NAME
Tonya	Marie	Wallace

7. Name Wallace Tonya M.

	LAST	FIRST	MIDDLE INITIAL
Name	Wallace	Tonya	M.

ACTIVITY 3



ID CN DO 659

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back Print in Black or Dark Blue Ink or Use Typewriter

1	(First Name) Karen	(Middle Name or Initial) Ann	(Last name) Jones
2	Karen Ann Scott	6 YOUR DATE OF BIRTH (Month) (Day) (Year)	5-14-60
3	(City) Chicago (County if known) Cook (State) Illinois	7 YOUR PRESENT AGE (Age on last birthday)	20
4	Elizabeth Martin	8 YOUR SEX	MALE ☐ FEMALE ☒
5	Donald Robert Jones	9 YOUR COLOR OR RACE	WHITE ☒ OTHER ☐
10	NO ☒ DON'T KNOW ☐ YES ☐		
11	323 Downey Street	Chicago Illinois	60642
12	6-19-80	NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.	
13	896-4213	Sign YOUR NAME HERE (Do Not Print) Karen Ann Jones	

TREASURY DEPARTMENT Internal Revenue Service ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Form SS-5

ACTIVITY 4

Answers will vary.

WRITING STANDARD E-20 – EVALUATION I

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Answer each of the questions below. On your own paper write the letter for the answer you choose.*

1. **What must you use to fill out a Social Security form?**
   - a. blue or black ink
   - b. a pencil
   - c. any color ink
   - d. a typewriter

2. **If you do not have a middle name, what will you put in that space?**
   - a. leave it blank
   - b. an X
   - c. your first name
   - d. draw a line

3. **Alice Jones married Charles Tucker. What is Alice's maiden name?**
   - a. Alice Jones Tucker
   - b. Alice Tucker
   - c. Alice Jones
   - d. Alice Tucker Jones

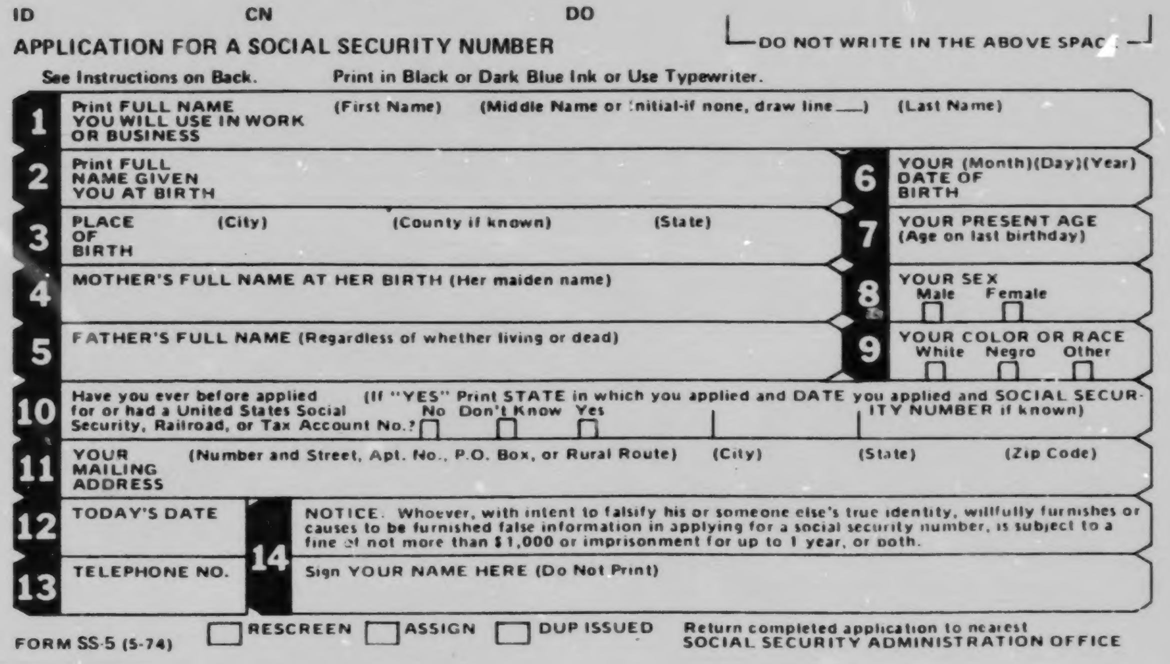
4. **If your father is not living what will you put in Section 5?**
   - a. draw a line
   - b. your father's name
   - c. your mother's name
   - d. your step-father's name

5. **Where will you send your application when it is completed?**
   - a. to your guidance counselor
   - b. to the closest Treasury Department office
   - c. to your mailing address
   - d. to the nearest Social Security Administration Office

WRITING STANDARD E-20 – EVALUATION II

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Answer the questions below as they relate to this sample application for a Social Security Number.*



ID CN DO

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial-if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month)(Day)(Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX Male ☐ Female ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE White ☐ Negro ☐ Other ☐

10 Have you ever before applied for or had a United States Social Security, Railroad, or Tax Account No.? No ☐ Don't Know ☐ Yes ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NO.

14 NOTICE. Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

FORM SS-5 (5-74) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

1. **On what line would you print the full name you were given at birth?**

   a. 1
   b. 2
   c. 3
   d. 4

2. **Section 3 of the form asks ______________________.**

   a. when you were born
   b. where you were born
   c. what name you were given at birth
   d. where you live

Continued on next page

WRITING STANDARD E-20 – EVALUATION II
COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

(Continued)

3. **On what line would you write your mother's maiden name?**

   a. 1
   b. 2
   c. 3
   d. 4

4. **What does "your present age" mean?**

   a. your date of birth
   b. your age on your last birthday
   c. today's date
   d. the month you were born in

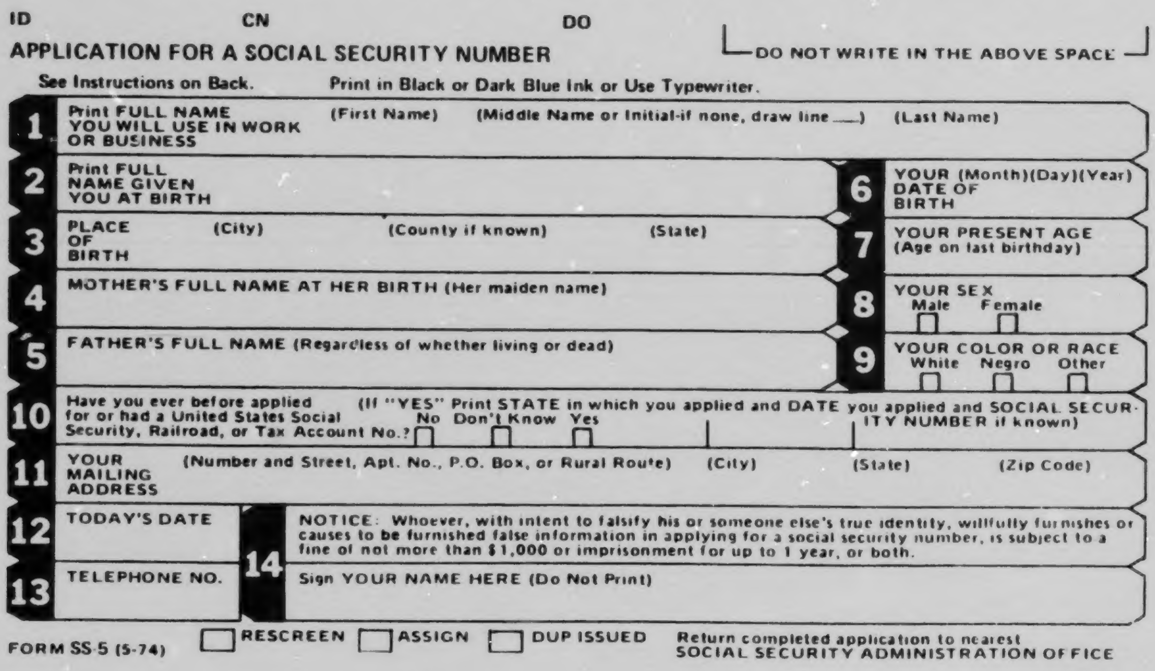
5. **On what line would you sign your name?**

   a. 1
   b. 5
   c. 11
   d. 14

WRITING STANDARD E-20 – EVALUATION III

COMPLETE THE FORM NECESSARY TO APPLY FOR A SOCIAL SECURITY NUMBER

Student Directions: *Fill out this application for a social security number. Write clearly.*



ID CN DO

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS	(First Name) (Middle Name or Initial-if none, draw line ___) (Last Name)	
2	Print FULL NAME GIVEN YOU AT BIRTH	6	YOUR DATE OF BIRTH (Month)(Day)(Year)
3	PLACE OF BIRTH (City) (County if known) (State)	7	YOUR PRESENT AGE (Age on last birthday)
4	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)	8	YOUR SEX Male ☐ Female ☐
5	FATHER'S FULL NAME (Regardless of whether living or dead)	9	YOUR COLOR OR RACE White ☐ Negro ☐ Other ☐
10	Have you ever before applied for or had a United States Social Security, Railroad, or Tax Account No.? No ☐ Don't Know ☐ Yes ☐	(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)	
11	YOUR MAILING ADDRESS	(Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)	
12	TODAY'S DATE	14	NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.
13	TELEPHONE NO.		Sign YOUR NAME HERE (Do Not Print)

FORM SS-5 (5-74) ☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

EVALUATION ANSWER KEY

WRITING STANDARD E-20

EVALUATION I

1. a
2. d
3. c
4. b
5. d

EVALUATION II

1. b
2. b
3. d
4. b
5. d

EVALUATION III

Answers will vary.

F-21: Complete order blanks.

WRITING STANDARD F-21 – PREPARATORY SHEET 1
COMPLETE ORDER BLANKS

TEACHER DIRECTED

EXPLANATION: The following words will help students in completing order blanks. Most order forms are arranged differently, but many of the terms are the same. Have students learn these words.

Charge	–	put the cost on a bill instead of paying cash at the store.
C.O.D.	–	cash on delivery; item paid for when delivered.
fee	–	amount of money, cost.
item #	–	number listed in catalogue or paper to identify item ordered.
M.O.	–	money order
qty.	–	quantity, amount, number
sub total	–	sum of the costs added up before adding an additional amount for the total.
total	–	final complete sum of money to be paid.
unit price	–	price for a single item
shipping weight	–	how much the article packaged for mailing will weigh.

WRITING STANDARD F-21 – ACTIVITY SHEET 1
COMPLETE ORDER BLANKS

Student Directions: *Match the definitions to the words as they relate to completing an order blank.*

1. fee
2. charge
3. C.O.D.
4. qty.
5. total
6. unit price
7. item #
8. M.O.
9. shipping weight
10. sub total

a. how much the article packaged for mailing will weigh

b. price for a single item

c. final complete sum of money to be paid

d. sum of the costs added up before adding an additional amount for the total

e. quantity, amount, number

f. money order

g. number listed in catalogue or paper to identify item ordered

h. amount of money, cost

i. cash on delivery; item paid for when delivered

j. put the cost on a bill instead of paying cash at the store

---

WRITING STANDARD F-21 – ACTIVITY SHEET 2

COMPLETE ORDER BLANKS

Student Directions: *Carol Gregory has decided to order a 10 speed bicycle that she has seen advertised in a catalogue. This is the catalogue listing:*

79P 34772 A 10 Speed Bicycle 26"
Shipping weight 40 lbs. $99.59

Use the following form to order Carol's new bicycle. Sales tax will be $4.00, and shipping will cost $3.75. She would like this item to be sent C.O.D. Carol lives at 4213 Orange St., Lake Park, Florida 33201

Ace Bicycle Co., Inc.
2113 Wacker Drive
Chicago, Illinois 60606

DATE ____________________

NAME

ADDRESS

CITY **STATE** **ZIP CODE**

ARTICLE	**CATALOGUE NO.**	**COLOR/ STYLE**	**SIZE**	**QUANTITY**	**TOTAL PRICE**		

PLEASE CHECK ONE:

☐ **CHECK** ☐ **M.O.**

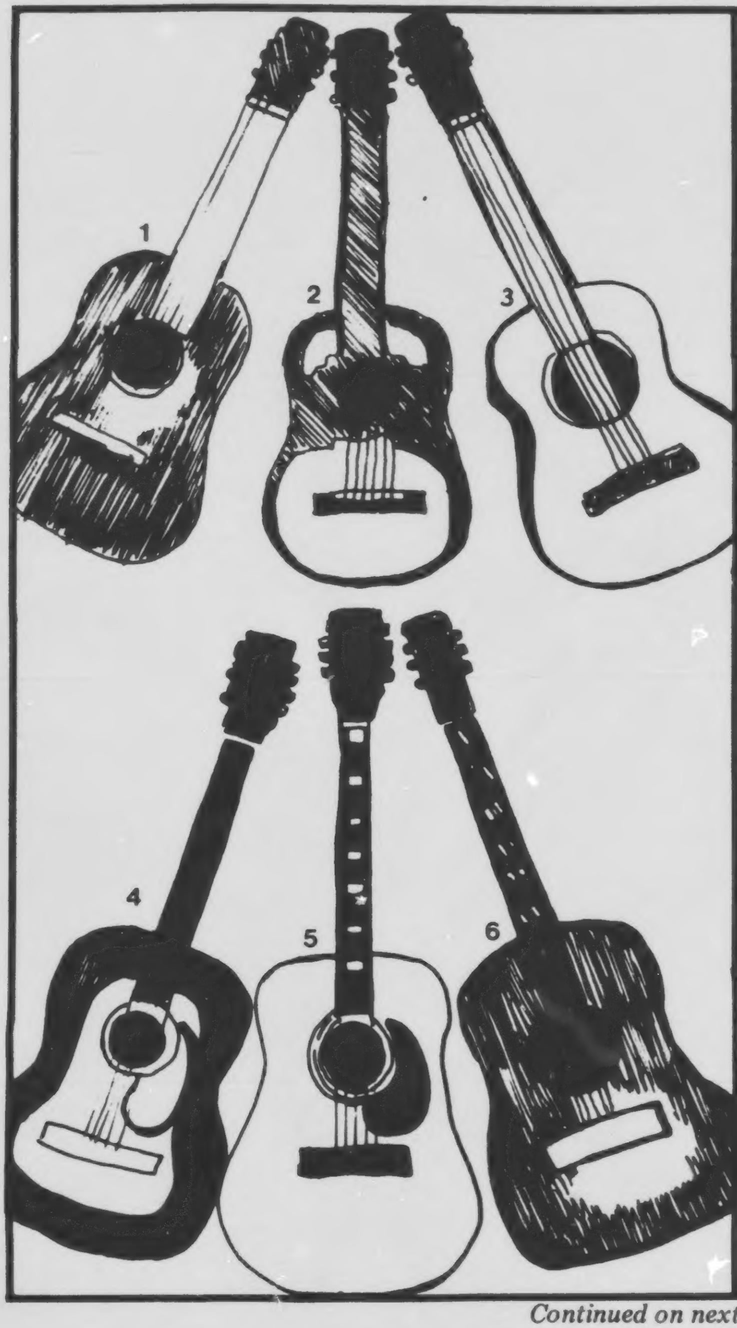
☐ **C.O.D.** ☐ **CHARGE**

SALES TAX	
SHIPPING	
TOTAL	
AMOUNT ENCLOSED	

WRITING STANDARD F-21 – ACTIVITY SHEET 3

COMPLETE ORDER BLANKS

Student Directions: *You have decided to order the Concert-size guitar (number 4) advertised on this page. The price is $49.95. Complete the order form provided. Please pay by check. Ship by parcel post which will cost you $1.05.*



ACOUSTIC GUITARS

(1) Beginner's ¾-size Guitar and carrying bag
CONSTR: Black and red sunburst design on maple top. Brown hardwood back and sides. High-gloss finish. Decorative sound-hole trim. Plastic pickguard. Imported.
ACCESSORIES: Guitar pick, neck cord, vinyl bag, instr. incl.
ORDER INFO: If desired, order case 61 K 1300C below.
61 K 12411C – Shipping weight 7 pounds **$29.95**

(2) Standard-size Guitar Outfit includes 2 sets of strings, bag
CONSTR: Red-to yellow sunburst design on hardwood top, dark mahogany-color hardwood sides and back. Decorative sound-hole trim. Dual pickguards with scroll design. Hardwood fingerboard, four inlaid position markers. Standard-size 36 7/16 x 13 ¼ in. dp. overall.
ACCESSORIES: Six nylon strings for classic or Spanish sound (easier on beginner's fingers, too). Six steel strings for country or folk music, pick, neck cord, vinyl carrying bag, songbook, instructions incl.
ORDER INFO: If desired, order case 61 K 1300C below.
61 K 1250C – Shipping weight 6 pounds.... Outfit **$34.95**

(3) Classic Guitar Outfit Includes guitar, bag
CONSTR: Hardwood top, back and sides. Maple top with dark mahogany finish back and sides. Sound-hole trim. 39¼x15x4¾ inches deep. Imported.
ACCESSORIES: Pick, neck cord, vinyl carry bag, instruction book.
ORDER INFO: If desired, order case 61 K 1301L or 61 K 13461L below.
61 K 1236C – Shipping weight 6 pounds..... Outfit **$39.95**

(4) Concert-size Guitar
CONSTR: 10% larger than standard-size for fuller sound. Hardwood top, sides and back. High gloss finish. Pick guard. Sound-hole trim. Warp-resistant hardwood neck with steel reinforcing rod. Six steel strings on hardwood fingerboard; nine position markers. 39½x14¾x4½ inches deep. Imported.
ACCESSORIES: Pick, neck cord and instructions.
ORDER INFO: If desired, order case 61K 1301L or 61 K 13461L below.
61 K 12201C – Shipping weight 10 pounds. . . . **$49.95**

(5) Dreadnought-shape Jumbo Western Guitar
CONSTR: 15% larger than concert-size for better bass response. Pick guard. Sound-hole trim. Warp-resistant hardwood neck, steel reinforcing rod. 6 steel strings on rosewood fingerboard.
ACCESSORIES: Pick, neck cord and instructions.
ORDER INFO: If desired, order case 61 K 1303L or 61 K 13462L below.
61 K 12221L – Shipping weight 7 pounds*. . . . **$59.95**

(6) Deluxe Jumbo Western Guitar
CONSTR: Jumbo size for greater volume, more powerful bass notes and clear ringing highs. Decorative pick guard. Fingerboard has 8 double inlaid position markers. Celluloid-bound fingerboard. High gloss finish. Adjustable bridge lets you adjust string height above fingerboard for easier playing. Imported.
ACCESS: Decorative 2-inch wide adj. strap. Pick, instr. included.
ORDER INFO: If desired, order case 61 K 13091L sold below.
61 K 12494A – Shipping weight 8 pounds*. . . . **$79.95**

Continued on next page

WRITING STANDARD F-21 — ACTIVITY SHEET 3

COMPLETE ORDER BLANKS

On cash order fill in Parcel Post shipping weights. No need to fill in if credit order

CATALOG NUMBER	HOW MANY	NAME OF ITEM	COLOR Pattern, finish, etc	SIZE Measure to be sure	PRICE Ea., Yd., Pr., Etc.		TOTAL PRICE			
							Dollars	Cents	Lbs.	Oz.

TOTAL FOR GOODS			Total Lbs.	Total Oz.
AMOUNT FOR TAX			Total Weight In Pounds	
POSTAGE				
Amount I owe on previous order				
TOTAL AMOUNT				
AMOUNT ENCLOSED				

Please recheck order to see that you have given all necessary information such as colors, sizes

WRITING STANDARD F-21 – ACTIVITY SHEET 4

COMPLETE ORDER BLANKS

Student Directions: *Bob A. Carpenter needs some new sport clothes to wear when he goes jogging. Using the catalogue page provided, order the following items on the order form:*

1 short sleeve Crew-Neck Sweatshirt size medium in Navy Blue

1 pair of Sweatpants size medium in Navy Blue

1 package of Athletic-style Stretch Tube socks – color 78 combination

1 pair Sueded-finish Vinyl Oxfords size 9½ color Royal blue/white trim

Bob's address is 1922 Spruce Avenue, Miami, Florida 33125. His telephone number is (305) 492-1463. The tax on this order will be $1.14 with $1.97 delivery charge. Bob plans to pay for his order by check.

Continued on next page

WRITING STANDARD F-21 – ACTIVITY SHEET 4

COMPLETE ORDER BLANKS

A CREW-NECK SWEATSHIRT in cotton-and-acrylic knit. Fleece-textured inner side. Rib-knit neck, cuffs, bottom. Machine wash warm, tumble dry.

Regular Sizes: S(fits 34 to 36-in. chest), M(38-40), L(42-44), XL(46). *State S, M, L, or XL.* See Conversion Chart below for Women's Sizes. *Colors*: 37 navy blue, 84 nassau gold, 25 green, 32 dk. green, 33 powder blue, 81 gunmetal gray. *State color number-and-name.*

A 516-0106 D—Long Sleeves. Wt 0.90 lb. **7.00**
A 516-0114 D—Short Sleeves. Wt 0.75 lb. **5.50**

Tall Sizes (for men 5'11½" to 6'2½") M(fits 38 to 40-in. chest), L(42-44), XL(46). *State M, L, or XL.* *Colors*: 37 navy blue, 32 dk. green, 33 powder blue, 81 gunmetal gray. *State color number-and-name.*

A 516-0122 D—Long Sleeves. Wt 0.90 lb. **8.00**

SWEATSHIRT IN EXTRA-TALL AND BIG SIZES. Same styling as above. Del. wt. 1 lb. *Colors*: Long sleeves available in 37 navy blue, 32 dk. green, 33 powder blue, 81 gunmetal gray. Short sleeves in 37 navy blue, 81 gunmetal gray. *State color number-and-name.*

Extra-Tall Sizes (for men 6'3" to 6'6½" tall) A(fits 38 to 40-in. chest), B(42-44), C(46). *State A, B, or C.*

AM 516-0809 D—Long Sleeves **9.00**
AM 516-2482 D—Short Sleeves **8.00**

Big Sizes (for men 5'7" to 6'2½" tall) D(fits 48 to 50-in. chest), E(52-54). *State D or E.*

AM 516-0817 D—Long Sleeves **10.00**
AM 516-2508 D—Short Sleeves **9.00**

B SWEATPANTS in cotton-and-acrylic knit. Machine wash warm, tumble dry. Wt. 1 lb.

Regular Sizes: S(fits 29 to 30-in. waist), M(32-34), L(36-38), XL(40). *State S, M, L, or XL.* See Conversion Chart below for Women's Sizes. *Colors*: 81 gunmetal gray, 32 dk. green, 37 navy blue. *State color number-and-name.*

A 516-0155 D—Regular Sizes **6.50**

SWEATPANTS IN TALL, EXTRA-TALL AND BIG SIZES. *Colors*: 81 gunmetal gray, 37 navy blue. *State color number-and-name.* Del. wt. 1 lb.

Tall Sizes (for men 5'11½" to 6'2½" tall) M(fits 32 to 34-in. waist), L(36 to 38), XL(40). *State M, L, or XL.*

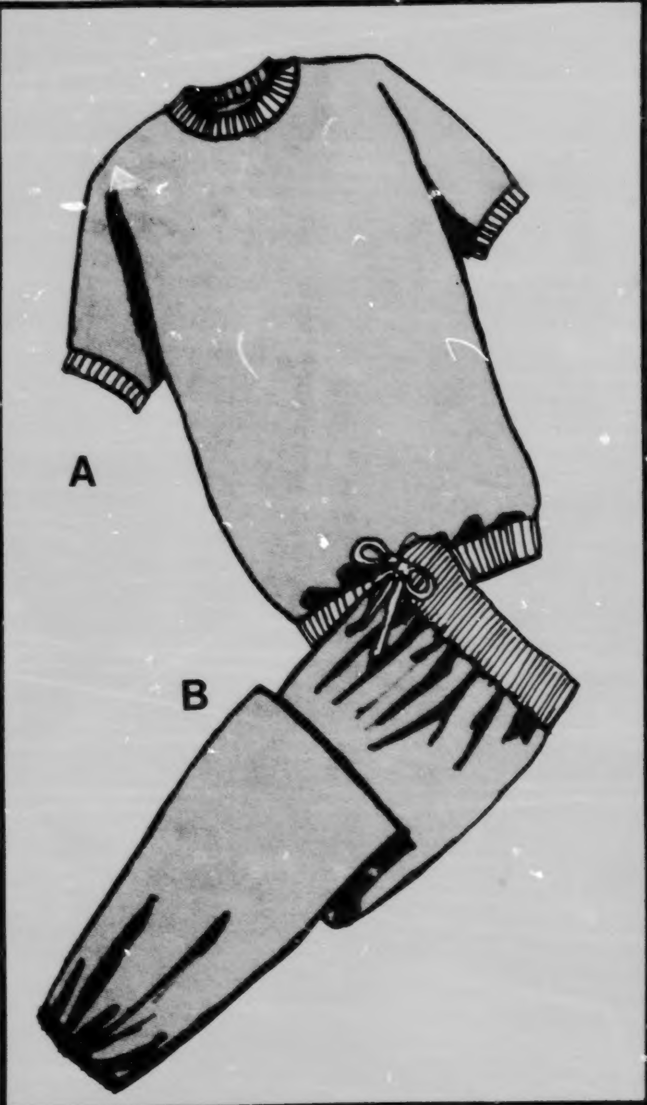
A 516-2441 D—Tall Sizes **7.00**

Extra-Tall Sizes (for men 6'3" to 6'6½" tall) A(fits 32 to 34-in waist), B(36-38), C(40). *State A, B, or C.*

AM 516-2458 D—Extra Tall **8.00**

Big Sizes (for men 5'7" to 5'11" tall) D(fits 44 to 46-in. waist), E(48-50). *State D or E.*

AM 516-2466 D—Big Sizes **9.00**



C ATHLETIC-STYLE STRETCH TUBE SOCKS WITH BIOGUARD™. Bioguard™—The Odor Controller—is a built-in deodorant that prevents deterioration and discoloration, controls odor for the life of the socks; won't wear off or wash out. In a blend of 75% cotton, 15% nylon, and 10% polyester. Fully cushioned body. Ribbed top. Elastic in top. Machine wash warm, tumble dry. One size fits socks sizes 10 to 13. Sold in pkgs. of 3 prs.—del. wt. ea. pkg. 0.60 lb. *Colors*: 78 combination (1 each white, navy blue/red, red/red), 03 combination (3 pairs red/red), 36 combination (3 pairs royal blue/royal blue), 37 combination (1 each navy blue/red, red/red, royal blue/royal blue), 84 combination (1 each gold/gold, navy blue/navy blue, white), 25 combination (1 each green/green, white, royal blue/royal blue). *State color number-and-name.*

A 503-3281 C 1 Pkg. for **3.57**

D SUEDED-FINISH VINYL OXFORDS FOR MEN AND BOYS. Easy-care sueded vinyl uppers. Fancy belt-loop styling. Rugged molded rubber textured outsoles. Curved around heels and toes. Smooth vinyl covered padded collars. Cushioned nylon-lined tongues. Comfortably cushioned insoles and arch pads. Extra-heavy-duty braided laces. D (medium) width. Imported from Taiwan.

Men's. Del. wt. 2.75 lbs. *Sizes* 6½, 7, 7½, 8, 8½, 9, 9½, 10, 10½, 11, 12 and 13. *State size.*

A 610-3634 B—Royal blue, white trim
A 610-3642 B—Tan, dk. tan trim
Pair **12.99**

Boys. Del. wt. 2.50 lbs. *Sizes* 2½, 3, 3½, 4, 4½, 5, 5½, 6. *State size.*

A 610-3675 B—Royal blue, white trim
A 610-3683 B—Tan, dk. tan trim
Pair [illegible]

Continued on next page

WRITING STANDARD F-21 – ACTIVITY SHEET 4
COMPLETE ORDER BLANKS

CATALOG NUMBER	HOW MANY	NAME OF ITEM	COLOR Pattern, finish, etc.	SIZE Measure to be sure	PRICE Ea., Yd., Pr., Etc.		TOTAL PRICE Dollars	TOTAL PRICE Cents	On cash order fill in Parcel Post shipping weights. No need to fill in if credit order Lbs.	Oz.

TOTAL FOR GOODS				Total Lbs.	Total Oz.
AMOUNT FOR TAX				Total Weight In Pounds	
POSTAGE					
Amount I owe on previous order					
TOTAL AMOUNT					
AMOUNT ENCLOSED					

Please recheck order to see that you have given all necessary information such as colors, sizes

ACTIVITY ANSWER KEY

WRITING STANDARD F-21

ACTIVITY 1

1.	h	6.	b
2.	j	7.	g
3.	i	8.	f
4.	e	9.	a
5.	c	10.	d

ACTIVITY 2

DATE ____________________

NAME Carol Gregory

ADDRESS 4213 Orange St.

CITY Lake Park STATE Florida ZIP CODE 33201

ARTICLE	CATALOGUE NO.	COLOR/ STYLE	SIZE	QUANTITY	TOTAL PRICE	
Bicycle	79P 34772 A	10 Speed	26"	1	$ 99	59

SALES TAX	4	00
SHIPPING	3	75
TOTAL	107	34
AMOUNT ENCLOSED	0	0

PLEASE CHECK ONE:

☐ CHECK ☐ M.O.

☒ C.O.D. ☐ CHARGE

ACTIVITY 3

Attached Sears order form

ACTIVITY 4

Attached J. C. Penney order form

WRITING STANDARD F-21 – EVALUATION I

COMPLETE ORDER BLANKS

Student Directions: *Read the order form below and answer the questions.*

John wants to order three blank cassette tapes and two blank 8-track tapes. He must use the order form below.

ORDER FORM

NAME ______________________________ **(1)**
STREET ADDRESS ______________________________ **(2)**
CITY, STATE, ZIP CODE ______________________________ **(3)**

QUANTITY	ITEM	PRICE
(4)	(5)	(6)
	TOTAL	

1. **Where should John write his name?**
   a. 1
   b. 2
   c. 4
   d. 5

2. **What should John write in space 5?**
   a. quantity 3
   b. John Robinson
   c. cassette tape
   d. Miami, Florida

Continued on next page

WRITING STANDARD F-21 — EVALUATION I
COMPLETE ORDER BLANKS

(Continued)

3. **Where will John write how many tapes he wants?**

   a. under item
   b. under quantity
   c. under price
   d. under total

4. **Where should John list what he wants to order?**

   a. 1
   b. 4
   c. 5
   d. 6

5. **Two blank cassette tapes cost $4.80. In which space should John write this information?**

   a. 1
   b. 4
   c. 5
   d. 6

WRITING STANDARD F-21 – EVALUATION II

COMPLETE ORDER BLANKS

Student Directions: *Choose the answer that best completes the statements below. Write the letter of the correct answer on your own paper.*

1. You plan to pay cash on delivery of your order. This means that you will pay by ________.

a. check
b. C.O.D.
c. charge
d. M.O.

2. Barbie has ordered three items that cost $5.00 each. $5.00 is the ____________________.

a. unit price
b. sub total
c. item #
d. total

3. You want to order two pairs of slippers. Where will you write "2 Pairs"?

a. under size
b. under item #
c. under qty.
d. under unit price

4. Greg wants to order a wrench numbered T 946, priced at $6.25, that weighs .75 pounds. What will he write under item # ?

a. $6.25
b. .75 pounds
c. wrench
d. T 946

5. You order an item that costs $12.00. Your order will be delivered. This means you will ________________.

a. not have to pay for the item
b. pay just $12.00
c. pay less than $12.00
d. pay more than $12.00

WRITING STANDARD F-21 – EVALUATION III

COMPLETE ORDER BLANKS

Student Directions: *As captain of your softball team it is your job to order team T-shirts. In a catalogue you see what you want. It is listed in this way:*

76 S 403 B Cotton T-shirt Red $4.25

Using the form below order 10 small T-shirts and five medium shirts. There will be a $1.50 delivery charge because you want them sent to your address. Sales tax will be $2.50. You should enclose a money order.

MARTIN & SON SPORTING GOODS

ITEM #	DESCRIPTION	COLOR	SIZE	QTY	UNIT PRICE	TOTAL

☐ CHARGE TO MY ACCOUNT	SUB TOTAL	
☐ CHECK ENCLOSED	SALES TAX	
☐ M.O. ENCLOSED	DELIVERY	
☐ C.O.D.	TOTAL	

SEND TO:
NAME ____________________
ADDRESS ____________________
CITY/STATE/ZIP ____________________

EVALUATION ANSWER KEY

WRITING STANDARD F-21

EVALUATION I

1. a
2. c
3. b
4. c
5. d

EVALUATION II

1. b
2. a
3. c
4. d
5. d

EVALUATION III

MARTIN & SON SPORTING GOODS

ITEM #	DESCRIPTION	COLOR	SIZE	QTY	UNIT PRICE	TOTAL
76S403B	cotton t-shirt	red	S	10	4.25	42.50
76S403B	cotton t-shirt	red	M	5	4.25	21.25

☐ CHARGE TO MY ACCOUNT	SUB TOTAL	63.75
☐ CHECK ENCLOSED	SALES TAX	2.50
☒ M.O. ENCLOSED	DELIVERY	1.50
☐ C.O.D.	TOTAL	67.75

SEND TO:
NAME Name will vary.
ADDRESS ____________
CITY/STATE/ZIP ____________

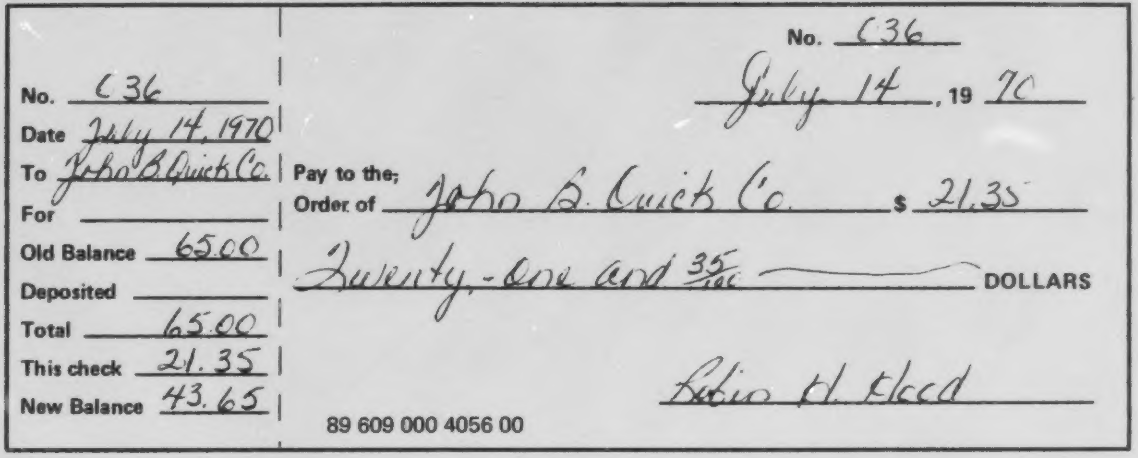
F-22: Complete a check and its stub.

WRITING STANDARD F-22 – PREPARATORY SHEET 1

COMPLETE A CHECK AND ITS STUB

TEACHER DIRECTED

Below is a sample personal check and check stub. Have students review these materials.



No. C36
Date July 14, 1970
To John B. Quick Co.
For
Old Balance 65.00
Deposited
Total 65.00
This check 21.35
New Balance 43.65

No. C36
July 14, 19 70

Pay to the
Order of John B. Quick Co. $ 21.35
Twenty-One and 35/100 DOLLARS

Robin H. Flood

89 609 000 4056 00

Remember these tips:

1. Always write clearly and in ink.
2. Do not erase or cross out errors. If you make a mistake, tear up the check and write a new one.
3. Always make sure the check stub has been filled out completely and correctly.

WRITING STANDARD F-22 — PREPARATORY SHEET 2

COMPLETE A CHECK AND ITS STUB

TEACHER DIRECTED

The sample checkbook record page represents an alternative to the check stub on the previous page. Review this sample. Practice filling it out correctly.

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP.	AMOUNT OF DEPOSIT	BALANCE	
							77	38

WRITING STANDARD F-22 – ACTIVITY SHEET 1

COMPLETE A CHECK AND ITS STUB

Student Directions: *Write out the following amounts the way you would have to do it on a personal check.*

Example: **$45.56**

Forty five and 56/100 ———————— **Dollars**

1. **$ 76.29**
2. **$139.50**
3. **$ 5.01**
4. **$ 38.14**
5. **$ 6.00**

WRITING STANDARD F-22 – ACTIVITY SHEET 2
COMPLETE A CHECK AND ITS STUB

Student Directions: *George Marshall issued check number 103 to Universal Record Club in the amount of $27.96 for records and tapes. His balance was $100.00. Please complete the check stub and checkbook record page for George.*

A.

No.____________________
Date ___________________
To ____________________
For ____________________
Old Balance ______________
Deposited _______________
Total __________________
This Check_______________
New Balance _____________

B.

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP.	AMOUNT OF DEPOSIT	BALANCE	

WRITING STANDARD F-22 – ACTIVITY SHEET 3

COMPLETE A CHECK AND ITS STUB

Student Directions: *Kline's Sporting Goods has sent you a bill for $12.50. Fill in the following check for that amount. The last check you wrote was number 204. Your old balance is $52.89. You have not made a recent deposit.*

No. ______________

Date ______________

To ______________

For ______________

Old Balance ______________

Deposited ______________

Total ______________

This check ______________

New Balance ______________

No. __________

______________________, 19 ________

Pay to the;
Order of ______________________________________ **$** ____________

____ **DOLLARS**

____

89 609 000 4056 00

WRITING STANDARD F-22 – ACTIVITY SHEET 4

COMPLETE A CHECK AND ITS STUB

Student Directions: *Rosa Martinez has just ordered a new pair of roller skates from Sears. She needs to send a check with her order form. Please fill out the check for her in the amount of $47.50. Her balance is $77.85. Also complete the checkbook record page.*

559

________________ 19______ 63-973/670

Pay to the order of ________________________________ $__________

____ Dollars

Dixie Bank of Lake Worth
Lake Worth, Florida 33463

Memo____________________ ____________________

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP.	AMOUNT OF DEPOSIT	BALANCE	
							77	85

ACTIVITY ANSWER KEY

WRITING STANDARD F-22

ACTIVITY 1

1. Seventy-six and 29/100 -- Dollars
2. One-hundred-thirty-nine and 50/100 --------------------------------- Dollars
3. Five and 01/100 --- Dollars
4. Thirty-eight and 14/100 --- Dollars
5. Six and 00/100 -- Dollars

ACTIVITY 2

No. 103
Date
To Universal Records
For Records & Tapes
Old Balance $100
Deposited --------------
Total $100
This check $27.96
New Balance $72.04

PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

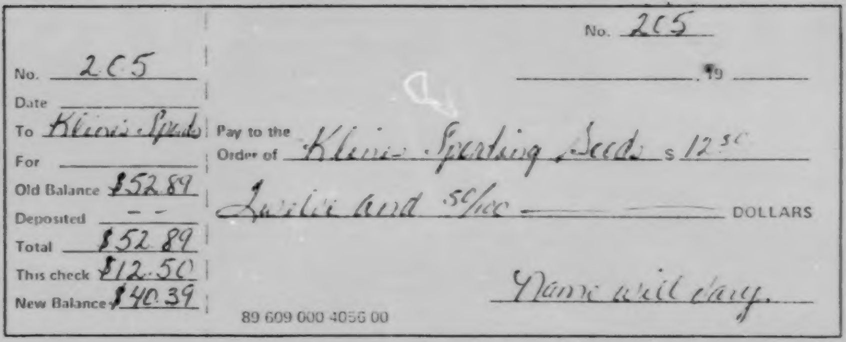
CHECK NO	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	(-) AMOUNT OF CHECK		✓ T	(-) CHECK FEE IF ANY	(+) AMOUNT OF DEPOSIT		$100	00
103		Universal Record Club	$27	96					$ 72	04

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD F-22 (continued)

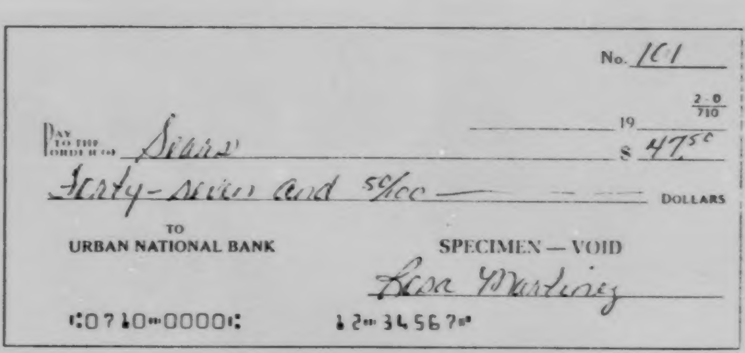
ACTIVITY 3



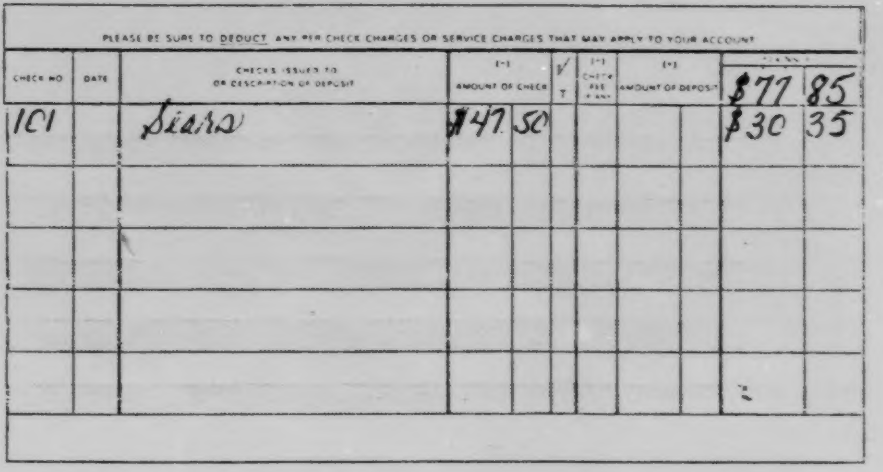
No. 205
Date
To Klein's Sports
For
Old Balance $52.89
Deposited – –
Total $52.89
This check $12.50
New Balance $40.39

No. 205
, 19
Pay to the Order of Klein's Sporting Goods $ 12 50
Twelve and 50/100 DOLLARS
Name will vary.
89 609 000 4056 00

ACTIVITY 4



No. 101
2-0/710
19
Pay to the order of Sears $ 47 50
Forty-seven and 50/100 DOLLARS
TO
URBAN NATIONAL BANK
SPECIMEN — VOID
Lisa Martinez
⑆0710⑉0000⑆ 12⑈34567⑈

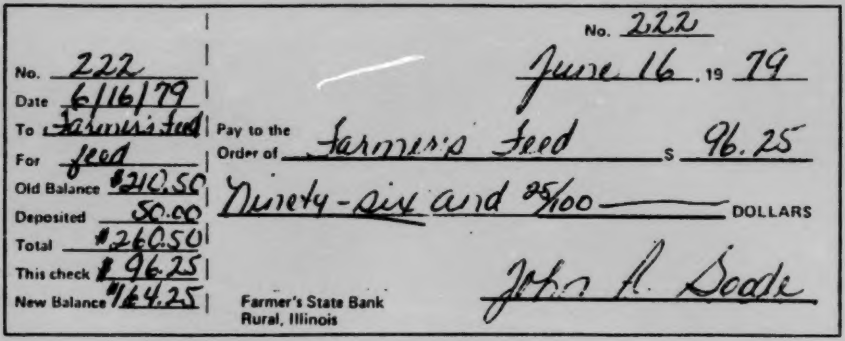


PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

CHECK NO	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	(−) AMOUNT OF CHECK		√ T	(−) CHECK FEE (IF ANY)	(+) AMOUNT OF DEPOSIT		BALANCE	
									$77	85
101		Sears	$47	50					$30	35

WRITING STANDARD F-22 – EVALUATION I

COMPLETE A CHECK AND ITS STUB



No. 222
Date 6/16/79
To Farmer's Feed
For feed
Old Balance $210.50
Deposited 50.00
Total $260.50
This check $96.25
New Balance $164.25

No. 222
June 16, 19 79
Pay to the Order of Farmer's Feed $ 96.25
Ninety-six and 25/100 DOLLARS
Farmer's State Bank
Rural, Illinois
John A. Goode

Student Directions: *Answer the following questions as they relate to the check printed below.*

1. **The check is written in the amount of _________?**

    a. $ 50.00
    b. $210.50
    c. $ 96.25
    d. $164.25

2. **The account belongs to _________________?**

    a. John A. Goode
    b. Farmer's State Bank
    c. Farmer's Feed

Continued on next page

WRITING STANDARD F-22 – EVALUATION I
COMPLETE A CHECK AND ITS STUB

(Continued)

3. What was the balance before writing this check?

a. $ 96.25
b. $210.50
c. $164.25
d. $260.50

4. What should you write next to No. on the stub?

a. the check number
b. the date
c. the bank number
d. the amount of money

5. What is the balance after this check?

a. $ 96.25
b. $210.50
c. $164.25
d. $260.50

WRITING STANDARD F-22 – EVALUATION II

COMPLETE A CHECK AND ITS STUB

Student Directions: *Walter Jennings is purchasing an airline ticket from United Airlines for $238.76. The last check he wrote was number 106. His balance before this check was $375.80. Please complete the check and stub for Walter.*

No. ______

Date ______

To ______

For ______

Old Balance ______

Deposited ______

Total ______

This Check ______

New Balance ______

559

______ 19____ $\frac{63\text{-}973}{670}$

Pay to the order of ______ $ ______

______ Dollars

Dixie Bank of Lake Worth
Lake Worth, Florida 33463

Memo ______ ______

WRITING STANDARD F-22 – EVALUATION III

COMPLETE A CHECK AND ITS STUB

Student Directions: *Elaine Adams has purchased some books she will need for school. She needs to write out a check for $8.75 to Florida Textbook Company. Elaine's balance before this check was $24.95. This is check number 214. Fill out the check and complete the checkbook record page.*

559

____________________ 19______ 63-973/670

Pay to the
order of ____ $__________

____ Dollars

Dixie Bank of Lake Worth
Lake Worth, Florida 33463

Memo____________________ ____________________

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK	✓	DATE OF DEP.	AMOUNT OF DEPOSIT	BALANCE	
							24	95

EVALUATION ANSWER KEY

WRITING STANDARD F-22

EVALUATION I

1. c
2. a
3. b
4. a
5. c

EVALUATION II

No. 107
Date
To United Airlines
For ticket
Old Balance $375.80
Deposited —
Total $375.80
This check $238.76
New Balance $137.04

No. 107
______, 19 ______
Pay to the Order of United Airlines $ 238.76
Two-Hundred-thirty eight and 76/100 DOLLARS
Walter Jennings
89 609 000 4056 00

EVALUATION III

No.
Date
To
For
Old Balance
Deposited
Total
This check
New Balance

No. 214
______, 19 ______
Pay to the Order of Florida Textbook Co $ 8.75
Eight and 75/100 DOLLARS
Elaine Adams
89 609 000 4056 00

PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

CHECK NO	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	(-) AMOUNT OF CHECK		✓ T	(-) CHECK FEE (IF ANY)	(+) AMOUNT OF DEPOSIT		$24	95
214		Florida Textbook Co	$8	75					$16	20

F-23: Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.

WRITING STANDARD F-23 – PREPARATORY SHEET 1

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Study the following tips for successfully filling out a form.*

During your lifetime you will work with many different forms and applications. Forms that are filled out incorrectly may not be accepted. It is important to become familiar with the language in forms. You should know what all the words on the form mean, how to answer the questions, and where to write your answers.

Here are some helpful hints in filling out forms:

1. Read the entire form before beginning to write. Note special directions like **Please Print** or **Use Black Ink.**
2. Always use your best penmanship.
3. Be accurate.
4. Answer all questions
5. Follow instructions.
6. Remember that it is polite to ask people (neighbors, teachers, etc.) before listing them as references. Choose people who know you well and will be able to write helpful information.
7. Be prompt in returning the form.

WRITING STANDARD F-23 – ACTIVITY SHEET 1

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Here is a simple Fact Sheet that will help you in filling out forms. Follow the directions and fill in each line.*

1. Write your last name. ____________________________.
2. Write your middle name. ____________________________.
3. Write your first name. ____________________________.
4. Write your street address. ____________________________.
5. Write the name of the city in which you live. ____________________.
6. Write the name of the state in which you live. ____________________.
7. Write your zip code. ____________________________.
8. Where were you born? ____________________________.
9. When were you born? ____________________________.
10. Write your father's or guardian's name. ____________________.
11. Write your mother's or guardian's name. ____________________.
    (include maiden name)
12. About how tall are you? ____________________________.
13. About how much do you weigh? ________________________.
14. What color are your eyes? ____________________________.
15. What color is your hair? ____________________________.

WRITING STANDARD F-23 – ACTIVITY SHEET 2

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Fill out the three forms below. They ask for the same responses but the order is different.*

1.

Job Title **First Name** **Last Name**

Street Address

City **State** **Zip Code**

2.

Last Name **First Name** **Job Title**

Street Address

City **State** **Zip Code**

3.

Last Name	**First Name**	**Job Title**
Street Address		
City	**State**	**Zip Code**

WRITING STANDARD F-23 – ACTIVITY SHEET 3

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Complete the following forms. While these forms look different, many of the questions are the same.*

1.

Mother's Name (first, last, maiden)

Father's Name (first, last, middle)

In Case of Emergency, Notify

2.

Date	Social Security Number	
Name		
Street Address		
City	State	Zip
Telephone		
Place of Birth		
Date of Birth		
Height	Weight	Sex

WRITING STANDARD F-23 – ACTIVITY SHEET 4

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Complete the form below.*

Last Name	**First Name**		**Middle Initial**
Street Address			
City	**State**	**Zip Code**	**Telephone No.**
Place of Birth			
	City	**State**	**Country**
Date of Birth			
	Month	**Day**	**Year**
Father's Name			
	First	**Middle**	**Last**
Mother's Name			
	First	**Maiden**	**Last**
Height	**Weight**		**Sex**
Color of Eyes			**Color of Hair**

Signature: ______________________

Date: ______________________

ACTIVITY ANSWER KEY

WRITING STANDARD F-23

ACTIVITY 1

Answers will vary.

ACTIVITY 2

Answers will vary.

ACTIVITY 3

Answers will vary.

ACTIVITY 4

Answers will vary.

WRITING STANDARD F-23 – EVALUATION I

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Fill in the form below with the following information. Robert Alan Preston, 4661 Bay View Road, Miami, Florida, 33201, 765-0500. He was born in Salem, North Carolina, U.S.A. on April 16, 1965. You are completing this form on August 1.*

Date			
Last Name	**First Name**	**Middle Initial**	
Address			
City	**State**	**Zip Code**	**Telephone Number**
Place of Birth	**City**	**State**	**Country**
Date of Birth	**Month**	**Day**	**Year**

WRITING STANDARD F-23 – EVALUATION II

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Answer the following questions. Write the letter of the correct answer on your own paper.*

1. A form has the words print or type on it. You do not have a typewriter. How will you complete this form?

- a. write the information in cursive
- b. have someone else complete the form
- c. print the information in ink or pencil
- d. you cannot complete this form

2. You are asked for your mother's maiden name on a form. What will you write?

- a. your mother's name
- b. the name given to your mother at birth
- c. the name your mother took when she got married
- d. your mother's middle initial

3. You are asked for your previous address. This means the address where you:

- a. are completing the form
- b. plan to live
- c. live now
- d. used to live

4. Joan Alexander was born in Lancaster, Pennsylvania. She has lived in Pittsburgh, Pennsylvania, Washington, D.C. and now lives in Ft. Meyers, Florida. Where is Joan's place of birth?

- a. Lancaster, Pennsylvania
- b. Pittsburgh, Pennsylvania
- c. Washington, D.C.
- d. Fort Meyers, Florida

5. If instructions to fill out a form are given on the reverse side, you will find them:

- a. at the right side of the form
- b. on the top of the form
- c. on the back of the form
- d. on the left side of the form

WRITING STANDARD F-23 – EVALUATION III

COMPLETE FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES

Student Directions: *Complete this form.*

Last Name	First Name		Middle Initial
Street Address			
City	State	Zip Code	Telephone No.

Place of Birth ____________________

City State Country

Date of Birth ____________________

Month Day Year

Father's Name ____________________

First Middle Last

Mother's Name ____________________

First Maiden Last

Height	Weight	Sex
Color of Eyes		Color of Hair

Signature: ____________________

Date: ____________________

EVALUATION ANSWER KEY

WRITING STANDARD F-23

EVALUATION I

Date August 1, 1980			
Last Name Prestone		First Name Robert	Middle Initial A.
Address 4661 Bay View Road			
City Miami	State Florida	Zip Code 33201	Telephone Number 765-0500
Place of Birth	City Salem	State North Carolina	Country U.S.A.
Date of Birth	Month April	Day 16	Year 1965

EVALUATION II

1. c
2. b
3. d
4. a
5. c

EVALUATION III

Answers will vary.

WRITING STANDARD--G: The student will spell correctly.

G-24: Spell words from a selected high-frequency list of those words needed in writing through grade seven.

WRITING STANDARD G-24 – PREPARATORY SHEET 1

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

TEACHER DIRECTED

EXPLANATION: How do we learn to spell? Follow certain steps to be a better speller.

1. Look at the word and try to divide it into syllables or parts.
2. Pronounce the words. Ask someone to say it for you or look it up in the dictionary.
3. Think how to spell the word.
    - a. How many syllables does it have?
    - b. Does it have a prefix or suffix?
    - c. If it has a prefix or suffix, what is the root?
    - d. Is there any change to the root word when a suffix is added?
    - e. Are all sounds spelled as you would expect?

      /k/ spelled with a c
      /er/ spelled -our - ur - ir
      /as/ spelled - ous
4. Write the word.
5. Practice writing and saying the word.

Examples: **Follow the directions above to help students spell the following words.**

1. caught
2. your
3. turn
4. resign
5. fraction
6. person
7. mathematics
8. bird
9. desirous
10. coughing

WRITING STANDARD G-24 – PREPARATORY SHEET 2
SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

TEACHER DIRECTED

Have students utilize the following tips:

1. Look closely at every word for silent letters.

   Examples: knife; knight; gnat; Czar

2. Notice double letters that make one sound.

   Example: moon; peer; needle; vacuum; zoo

3. Pronounce the words before you spell them, stressing every syllable so you hear the vowel sound.

4. Notice any words that have a letter spelling an unexpected sound such as:

   c that says /s/ = ace

   ci that says /sh/ = precious

   sc that says /s/ = science

WRITING STANDARD G-24 – ACTIVITY SHEET 1

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Study the spelling list using steps learned. Have another student check your spelling.*

success

accept

affect

attend

attract

brilliant

difficult

discuss

current

command

WRITING STANDARD G-24 – ACTIVITY SHEET 2

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: Choose the correctly spelled word for each sentence and write it on your paper.

a. accept; axcept

b. affect; afect

c. atend; attend

d. attract; atract

e. briliant; brilliant

f. command; comand

g. current; curent

h. difficult; diciccult

i. discus; discuss

j. sucess; success

1. We made money; the carnival was a ______________ .
2. We ______________ your offer. It is the best one we have had.
3. The energy crisis may ______________ the way we use electricity.
4. You must ____________ the assembly because roll will be checked.
5. Our new sign did _________ customers. We were busy all morning.
6. The floodlight gave a ______________ light.
7. Our work was hard, but Jane said hers was not too ______________
8. I wanted to talk but she would not __________ the matter with me.
9. It was difficult to swim because there was a strong ______________ pushing against us.
10. A sentence that tells you to do something gives a ______________ .

WRITING STANDARD G-24 – ACTIVITY SHEET 3
SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Locate the following words in the dictionary. Copy the pronunciation for each one.*

1. **daily**
2. **dairy**
3. **diary**
4. **ceiling**
5. **avoid**
6. **maid**
7. **obtain**
8. **height**
9. **league**
10. **trial**

WRITING STANDARD G-24 – ACTIVITY SHEET 4

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Choose the correctly spelled word for each sentence and write it on your own paper.*

a. gear; geer

b. dizease; disease

c. pleasure; plesure

d. lether; leather

e. threaten; threten

f. year; yeer

g. foren; foreign

h. fountain; four ten

i. gest; guest

j. guitar; gitar

1. He is not a native. He is from a __________ country.
2. Put the car out of __________. It should be in neutral.
3. Never __________ anyone unless you are prepared to carry out your threat.
4. The purse is made of __________, not plastic.
5. This is a __________ trip. No one has to work.
6. The scientists discovered a new cure for the __________.
7. 365 days make a __________.
8. He plays the __________ well, but he can't play the piano.
9. This __________ doesn't have a cooler, so the water is warm.
10. I invite you to lunch as my __________.

ACTIVITY ANSWER KEY

WRITING STANDARD G-24

ACTIVITY 1

Answers will vary.

ACTIVITY 2

A.
1. success
2. accept
3. affect
4. attend
5. attract
6. brilliant
7. difficult
8. discuss
9. current
10. command

ACTIVITY 3

1. /dā′ – lē/
2. /der′ – ē/
3. /dī′ – rē/
4. /sē′ – ling/
5. /ə – void′/
6. /mād/
7. /əb – tān′/
8. /hĭt/
9. /lĕg/
10. /trī′ – l/

ACTIVITY 4

A.
1. foreign
2. gear
3. threaten
4. leather
5. pleasure
6. disease
7. year
8. guitar
9. fountain
10. guest

WRITING STANDARD G-24 – EVALUATION I

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Write the letter of the correctly spelled word on your own paper.*

____ 1. **Hard work will bring** ________________________________.

a. success b. succes c. sucess d. successe

____ 2. **I will** ________________________ **Joe's award for him.**

a. axcept b. accept c. acept d. acceppt

____ 3. **The rain won't** ________________________ **our party.**

a. affekt b. afect c. afeckt d. affect

____ 4. **When he gives a** ________________________ **, everyone jumps.**

a. cumand b. cammand c. command d. comand

____ 5. **We find** ________________________ **events in the newspaper.**

a. currant b. current c. curennt d. cirrent

____ 6. **It is hard to** ________________________ **my problem.**

a. discuss b. disscuss c. disscus d. diskuss

____ 7. **If it is hard to do, we say it is** ________________________.

a. dificult b. diffacult c. diffikult d. difficult

____ 8. **Something very bright is** ________________________.

a. brilliant b. briliant c. brilient d. brillient

____ 9. **If you are going, I will** ________________________ **also.**

a. attend b. atend c. attendd d. uttend

____ 10. **We tried not to** ________________________ **attention.**

a. attrakt b. attract c. atract d. atrackt

WRITING STANDARD G-24 – EVALUATION II

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Write the letter of the correctly spelled word on your own paper.*

_____ 1. **You must do homework** ______________________________ .

a. daily b. dailie c. daly d. dayly

_____ 2. **We get milk from the** ______________________________ .

a. dairie b. diary c. dairy d. diare

_____ 3. **Paint the** ______________________________ **above our heads.**

a. cealing b. ceiling c. sealing d. seeling

_____ 4. **We want to** ______________________________ **the rush.**

a. avode b. aviod c. avoide d. avoid

_____ 5. **The** ______________________________ **brought us towels.**

a. made b. maid c. maide d. mayde

_____ 6. **We must** ______________________________ **a permit.**

a. obtian b. obtane c. obtain d. obtaine

_____ 7. **In what softball** ______________________________ **does he play?**

a. league b. leigue c. leige d. leage

_____ 8. **Give me the** ______________________________ **, width,and length.**

a. hight b. height c. heigt d. heigth

_____ 9. **He will have a** ______________________________ **by jury.**

a. trial b. trail c. triel d. tryal

_____ 10. **He will** ______________________________ **him to office.**

a. apoint b. appointe c. apoinnt d. appoint

WRITING STANDARD G-24 – EVALUATION III

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: *Write the letter of the correctly spelled word on your own paper.*

____ 1. The car is in reverse ____________________.

a. geir b. gier c. gear d. girr

____ 2. Get immunizations to avoid ____________________.

a. disease b. desease c. dissease d. dessease

____ 3. I find great ____________________ in reading.

a. pleasure b. pleshure c. plesure d. pleashure

____ 4. ____________________ is made from animal hide.

a. Lether b. Leathir c. Leathur d. Leather

____ 5. The weather may ____________________ the crop.

a. thretin b. threten c. threaten d. threatin

____ 6. It takes twelve months to make a ____________________.

a. yere b. year c. yaer d. yure

____ 7. You must learn the chords to play the ____________________.

a. guitar b. gittar c. giutar d. guittar

____ 8. She will be our ____________________ while she is in town.

a. geast b. gest c. geust d. guest

____ 9. We must ____________________ a license to drive.

a. obtian b. obtane c. obtain d. obtaine

____ 10. He plays with a major ____________________ team.

a. leigue b. league c. leige d. leage

WRITING STANDARD G-24 – EVALUATION IV

SPELL WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE SEVEN

Student Directions: ***Write the letter of the correctly spelled word on your own paper.***

____ 1. I don't know ________________ he did it.

a. wy   b. why   c. wie

____ 2. He doesn't know ________________ I am.

a. hoo   b. whou   c. who

____ 3. We went ________________ the tunnel.

a. through   b. threw   c. throu

____ 4. I'd like ________________ chance.

a. an other   b. another   c. anouther

____ 5. Math is the best subject in ________________.

a. skool   b. schoul   c. school

____ 6. I got five dollars ________________ mowing the lawn.

a. for   b. four   c. fore

____ 7. It seems I work ________________ and day.

a. nite   b. night   c. nyte

____ 8. The worst part is ________________ over.

a. almost   b. all most   c. allmost

____ 9. I would do it if I ________________.

a. cuold   b. kuld   c. could

____ 10. He lives just ________________ the corner.

a. arround   b. a round   c. around

EVALUATION ANSWER KEY

WRITING STANDARD G-24

EVALUATION I

1.	a	6.	a
2.	b	7.	d
3.	d	8.	a
4.	c	9.	a
5.	b	10.	b

EVALUATION II

1.	a	6.	c
2.	c	7.	a
3.	b	8.	b
4.	d	9.	a
5.	b	10.	d

EVALUATION III

1.	c	6.	b
2.	a	7.	a
3.	a	8.	d
4.	d	9.	c
5.	c	10.	b

EVALUATION IV

1.	b	6.	a
2.	c	7.	b
3.	a	8.	a
4.	b	9.	c
5.	c	10.	c

G-25: Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.

WRITING STANDARD G-25 – PREPARATORY SHEET 1

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

TEACHER DIRECTED

EXPLANATION: Remind students of habits that will help them in spelling.

1. Look at words carefully.
   Look at **every** letter.
   Write it several times.

2. Pronounce the word carefully.

   Even if some sound does not come through clearly when you say it quickly, emphasize it as you spell it.

   /jan—ye—wer—ē/

   /jan—yoo—err—$\overline{\text{ee}}$/

   If a letter in the word is not pronounced, note it carefully.

   /feb—ye—wer—ē/

   Febⓡuary

   Make up a little phrase to say when you spell the word if it is hard.

   r u ary
   Feb are you airy?

   Wednesday – Wed nest day.

   Remember days of the week and months begin with a capital letter.

3. If you don't know how to spell it, look it up. If you have to look it up, write it carefully several times.

4. Proofread what you write.

5. Use the dictionary.

WRITING STANDARD G-25 – PREPARATORY SHEET 2
SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

TEACHER DIRECTED

EXPLANATION: Ask students to find their own errors when they write the months of the year, days of the week and numbers.

Work on the ones that cause trouble: two, eight, twelve, fifteen, etc.

Remember: Numbers from twenty-one to twenty-nine, thirty-one to thirty-nine and so on through ninety-nine are hyphenated.

When you make a compound word, remember to retain all of the letters of both words.

nineteen

When you add a suffix to nine, remember to retain the silent **e**.

WRITING STANDARD G-25 – ACTIVITY SHEET 1

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions:

A. *Copy the days of the week from the board into your spelling notebook.*

B. *Study the words with a classmate.*

C. *Write each day of the week into syllables.*

Example: Sun — day

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

D. *Your teacher will call out each word. Write these days of the week on your own paper. Exchange papers with classmates and check for correctness.*

E. *Write misspelled words three times into your spelling notebook.*

WRITING STANDARD G-25 – ACTIVITY SHEET 2

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions:

A. *Copy the months of the year onto your own paper. Check for correct spelling. Study words carefully.*

B. *Number your paper from 1-12. Write months of the year as the teacher pronounces them.*

January
February
March
April
May
June
July
August
September
October
November
December

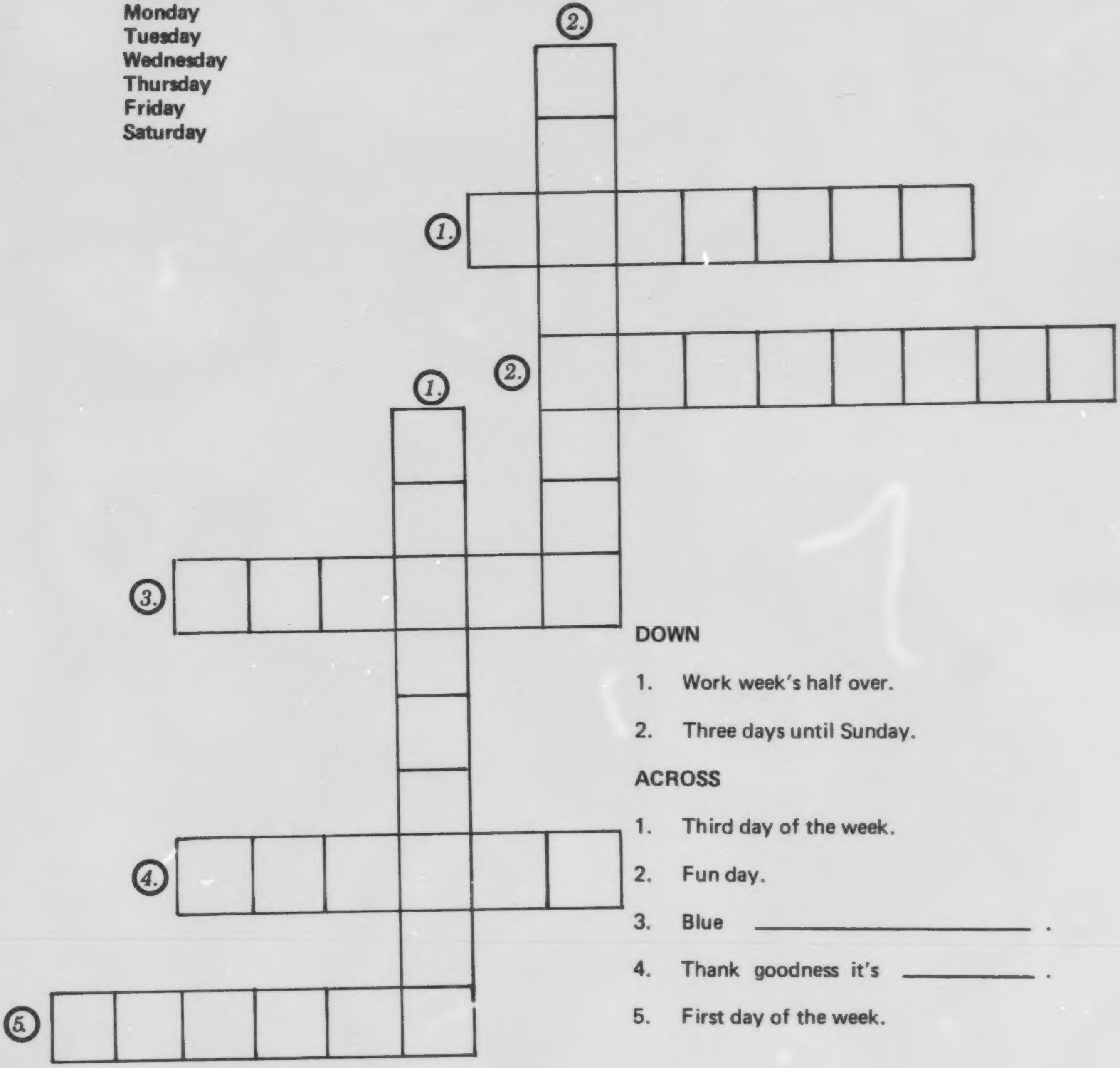
Exchange papers with your classmates to check for errors. Write any misspelled words three times on your own paper.

WRITING STANDARD G-25 – ACTIVITY SHEET 3

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: ***Copy the crossword puzzle onto your own paper. Fill in the correct month of the year after appropriate number.***

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday



DOWN

1. Work week's half over.
2. Three days until Sunday.

ACROSS

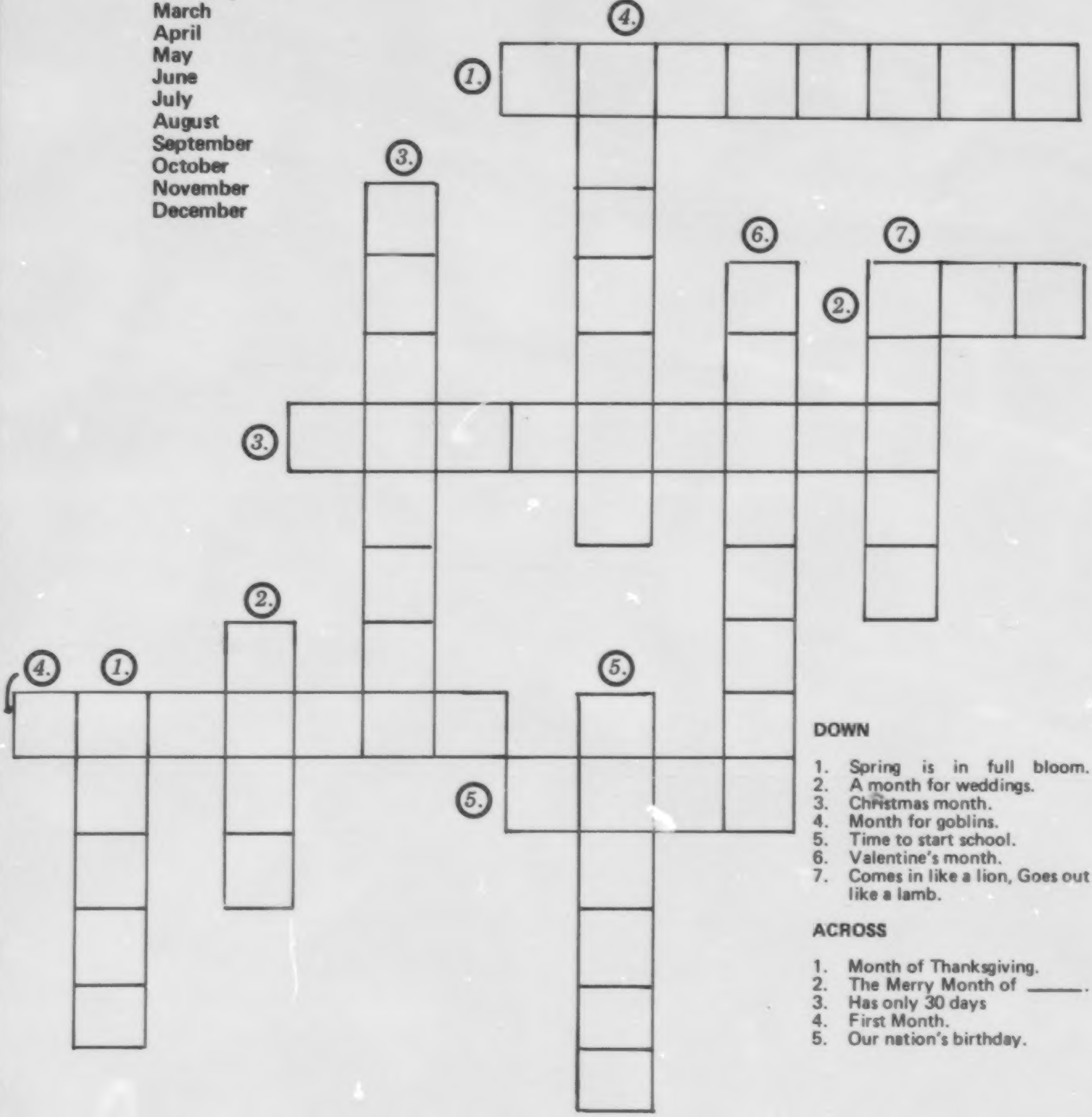
1. Third day of the week.
2. Fun day.
3. Blue ____________ .
4. Thank goodness it's ________ .
5. First day of the week.

WRITING STANDARD G-25 – ACTIVITY SHEET 4

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Copy the crossword puzzle onto your own paper. Write the correct month by the appropriate number. Check for spelling.*

January
February
March
April
May
June
July
August
September
October
November
December



DOWN

1. Spring is in full bloom.
2. A month for weddings.
3. Christmas month.
4. Month for goblins.
5. Time to start school.
6. Valentine's month.
7. Comes in like a lion, Goes out like a lamb.

ACROSS

1. Month of Thanksgiving.
2. The Merry Month of ______.
3. Has only 30 days
4. First Month.
5. Our nation's birthday.

WRITING STANDARD G-25 – ACTIVITY SHEET 5

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Write the words for the following numbers on your own paper.*

1. ______________________
3. ______________________
6. ______________________
9. ______________________
12. ______________________
15. ______________________
18. ______________________
21. ______________________
24. ______________________
27. ______________________
30. ______________________
33. ______________________
36. ______________________
39. ______________________
42. ______________________
45. ______________________
48. ______________________
51. ______________________
54. ______________________
57. ______________________
60. ______________________
63. ______________________
66. ______________________
69. ______________________
72. ______________________
75. ______________________
78. ______________________
81. ______________________
84. ______________________
87. ______________________
90. ______________________
93. ______________________
96. ______________________
99. ______________________
102. ______________________
105. ______________________
108. ______________________
111. ______________________
114. ______________________
117 ______________________
120. ______________________
121. ______________________

WRITING STANDARD G-25 – ACTIVITY SHEET 6

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Write the letter of the correctly spelled number on your own paper.*

____ 1. 25

a. tweny-five
b. twenty-five
c. twenty-fiv

____ 2. 10

a. tin
b. tenn
c. ten

____ 3. 100

a. one-hundred
b. on-hundred
c. one-hunddred

____ 4. 32

a. thirty-to
b. thirty-two
c. thirty-too

____ 5. 84

a. eighty-four
b. eighty-fore
c. eighy-fore

____ 6. 55

a. fifty-five
b. fify-fiv
c. fifthy-five

____ 7. 68

a. sixty-eige
b. sixty-ate
c. sixty-eight

____ 8. 49

a. fourty-nine
b. forty-nine
c. forty-ninne

____ 9. 66

a. sixty-sick
b. sixty-sics
c. sixty-six

____ 10. 12

a. twelve
b. tweve
c. twelvve

WRITING STANDARD G-25 – ACTIVITY SHEET 7
SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Write the letter of the correctly spelled number on your own paper.*

____ 1. 24

a. tweny-for
b. twenty-four
c. twenty-fore

____ 2. 77

a. seventy-sevven
b. seveney-seven
c. seventy-seven

____ 3. 15

a. fifteen
b. fiften
c. fifthteen

____ 4. 16

a. sixthteen
b. sixteen
c. sixxteen

____ 5. 17

a. sevinteen
b. sevteen
c. seventeen

____ 6. 29

a. twenty-nine
b. twenty-nini
c. twent-nine

____ 7. 38

a. thirty-ate
b. thirty-eight
c. thirty-eigt

____ 8. 26

a. twenty-six
b. twenty-sixx
c. twey-six

____ 9. 21

a. twenty-on
b. twenty-one
c. tweny-one

____ 10. 70

a. sventy
b. seveney
c. seventy

ACTIVITY ANSWER KEY

WRITING STANDARD G-25

ACTIVITY 1

CHECK SPELLING:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

ACTIVITY 2

CHECK SPELLING:

January
February
March
April
May
June
July
August
September
October
November
December

ACTIVITY 3

DOWN

1. Wednesday
2. Thursday

ACROSS

1. Tuesday
2. Saturday
3. Monday
4. Friday
5. Sunday

ACTIVITY 4

DOWN

1. April
2. June
3. December
4. October
5. August
6. February
7. March

ACROSS

1. November
2. May
3. September
4. January
5. July

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD G-25 (continued)

ACTIVITY 5

1. one
3. three
6. six
9. nine
12. twelve
15. fifteen
18. eighteen
21. twenty-one
24. twenty-four
27. twenty-seven
30. thirty
33. thirty-three
36. thirty-six
39. thirty-nine
42. forty-two
45. forty-five
48. forty-eight
51. fifty-one
54. fifty-four
57. fifty-seven
60. sixty
63. sixty-three
66. sixty-six
69. sixty-nine
72. seventy-two
75. seventy-five
78. seventy-eight
81. eighty-one
84. eighty-four
87. eighty-seven
90. ninety
93. ninety-three
96. ninety-six
99. ninety-nine
102. one hundred two
105 one hundred five
108. one hundred eight
111. one hundred eleven
114. one hundred fourteen
117. one hundred seventeen
120. one hundred twenty
121. one hundred twenty-one

ACTIVITY 6

1. b
2. c
3. b
4. b
5. a
6. a
7. c
8. b
9. c
10. a

ACTIVITY 7

1. b
2. c
3. a
4. b
5. c
6. a
7. b
8. a
9. b
10. c

WRITING STANDARD G-25 – EVALUATION I

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Write the correct day of the week on your own paper. (They are in order 1-7)*

① __________ is a day to rest and relax. ② __________ I begin work again.
By ③ __________ I'm back in the swing. Oh boy, it's ④ __________, the
middle of the week. Now it's ⑤ __________, just one more work day. Thank
goodness, ⑥ __________ is finally here.

Hooray for ⑦ __________, the best day of the week.

WRITING STANDARD G-25 – EVALUATION II

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

Student Directions: *Write the month for each statement on your own paper.*

1. **The year begins cold and blustery.** ______________________
2. **In the second month we celebrate Washington's and Lincoln's birthday.** ______________________
3. **The third windy month is for flying kites.** ______________________
4. **It's really spring. The fourth month is here.** ______________________
5. **The shortest and easiest month to spell is number five.** ______________________
6. **Summer's here and school's out.** ______________________
7. **There are good, lazy days for the beach in the seventh month.** ______________________
8. **It's the last month of the summer. School's not far off now.** ______________________
9. **Here we are, back hard at work in school.** ______________________
10. **Well, Halloween will be fun.** ______________________
11. **Thanksgiving will give us a holiday.** ______________________
12. **Christmas vacation is coming up!** ______________________

WRITING STANDARD G-25 – EVALUATION III

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

TEACHER DIRECTED

Student Directions: *Spell the days of the week and the months of the year on your own paper after teacher pronounces each.*

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday
8. January
9. February
10. March
11. April
12. May
13. June
14. July
15. August
16. September
17. October
18. November
19. December

WRITING STANDARD G-25 – EVALUATION IV

SPELL MONTHS OF THE YEAR, DAYS OF THE WEEK AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-ONE

TEACHER DIRECTED

Student Directions: *Spell the numbers as they are pronounced on your own paper.*

1. three
2. eight
3. eleven
4. twelve
5. nineteen
6. forty
7. forty-eight
8. fifty
9. fifty-four
10. seventy
11. seventy-five
12. eighty
13. eighty-eight
14. ninety
15. ninety-nine
16. one hundred
17. one hundred thirteen
18. one hundred fourteen
19. one hundred twenty
20. one hundred twenty-one

EVALUATION ANSWER KEY

WRITING STANDARD G-25

EVALUATION I

CHECK SPELLING:

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

EVALUATION II

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

EVALUATION III

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday
8. January
9. February
10. March
11. April
12. May
13. June
14. July
15. August
16. September
17. October
18. November
19. December

EVALUATION IV

1. three
2. eight
3. eleven
4. twelve
5. nineteen
6. forty
7. forty-eight
8. fifty
9. fifty-four
10. seventy
11. seventy-five
12. eighty
13. eighty-eight
14. ninety
15. ninety-nine
16. one hundred
17. one hundred thirteen
18. one hundred fourteen
19. one hundred twenty
20. one hundred twenty-one

WRITING STANDARD--G: The student will spell correctly.

G-26: Use a dictionary, with guidance, to spell words having phonetically regular beginnings.

WRITING STANDARD G-26 – PREPARATORY SHEET 1
USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

TEACHER DIRECTED

EXPLANATION: In order for students to do an adequate job on this skill, they should be expected to have a knowledge of the basic phonetic structure of words and a knowledge of the organization of the dictionary.

1. Review the alphabet so you are sure if q comes before or after t; m before n; etc.
2. Divide the dictionary into thirds and become familiar with the letters in each third.

Beginning	Middle	End
abcdefgh	ijklmnop	qrstuvwxyz

USE THE DICTIONARY TO FIND CORRECT SPELLINGS

Since words are not listed just by the first letter, it is necessary to consider the second letter, the third letter, and perhaps several others.

This means that words having a as a second letter come before those that have b as a second letter and so on through all the other letters in the word.

To find whether coⓤrse or coⓐrse comes first, you must look at the third letter.

To decide about preparⓘng and preparⓐtion you would need to look at the seventh letter.

Be sure that you are very familiar with the letters of the alphabet, their order, and their sounds.

WRITING STANDARD G-26 – PREPARATORY SHEET 2

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

TEACHER DIRECTED

EXPLANATION: Learn to use the guide words at the top of dictionary pages. They are the first and last entries arranged alphabetically on each page or pair of open pages.

Use these guide words to locate your word. The words appearing on a page must come **after** the first guide word but **before** the second.

Example of Guide words

abate **alien**

abate:

abridge:

6

aggravate:

alien:

7

WRITING STANDARD G-26 – ACTIVITY SHEET 1

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Remember: Learn to open your dictionary near the spot where the word you want is found.

Become familiar with the letters to be found in the first third, the second third, and the last third of the dictionary.

1st third	2nd third	3rd third
a b c d e f g h	i j k l m n o p	q r s t u v w x y z

Student Directions: *After the appropriate number write 1 for first third, 2 for middle third and 3 for last third to show in which third of the dictionary the following words would be found. Do all written work on your own paper.*

1. farther
2. repair
3. explore
4. orbit
5. robin
6. country
7. steal
8. peaceful
9. discover
10. fresh

WRITING STANDARD G-26 – ACTIVITY SHEET 2

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Arrange the following words in alphabetical order. Be sure to consider the second, third, and fourth letters, and even more if necessary. Do all written work on your own paper.*

1. **wheat**
2. **destroy**
3. **cottage**
4. **sailor**
5. **mountain**
6. **damage**
7. **shape**
8. **coast**
9. **minute**
10. **voyage**
11. **station**
12. **nation**
13. **thousand**
14. **evening**
15. **nickel**
16. **valley**
17. **settle**
18. **trouble**
19. **calm**
20. **helmet**

WRITING STANDARD G-26 – ACTIVITY SHEET 3
USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Choose the correct spelling for the meaning given. Write the letter of the correctly spelled word on your own paper. Use the dictionary to check the spelling.*

1. **help**

a. aid
b. ade
c. aed
d. ate

2. **fearful**

a. afrade
b. afraid
c. affrad
d. afraad

3. **yellow fruit**

a. banna
b. baanana
c. bonana
d. banana

4. **apples, pears, etc.**

a. frute
b. frutte
c. fruit
d. fruut

5. **five-cent piece**

a. nicle
b. nickle
c. nickel
d. nicckl

6. **produce from farm**

a. harrvst
b. haervest
c. harvesst
d. harvest

7. **10 x 100**

a. tousend
b. thousand
c. thosand
d. thoussand

8. **a group of words that expresses a thought.**

a. santence
b. sentence
c. senntance
d. santtance

9. **even if**

a. tho
b. theau
c. though
d. through

10. **two time**

a. double
b. doubble
c. dubble
d. dubel

WRITING STANDARD G-26 – ACTIVITY SHEET 4

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Choose the correct spelling for the definitions given. Write the letter of the correctly spelled word on your own paper. Use the dictionary to check the spelling. You must make 100% to get credit.*

1. **something that is unplanned**

   a. acksident
   b. acsident
   c. accident
   d. aciddent

2. **height**

   a. alttitude
   b. allttude
   c. altitudde
   d. altitude

3. **your grandparents, aunts, and uncles**

   a. ansestors
   b. ancstors
   c. ancestors
   d. ansesttors

4. **build**

   a. kunstrudt
   b. construct
   c. consstruct
   d. connstruct

5. **money owed**

   a. debt
   b. det
   c. dett
   d. dept

WRITING STANDARD G-26 – ACTIVITY SHEET 5

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Choose the correct spelling for the meaning given. Write the letter of the correctly spelled word on your own paper. Use the dictionary to check the spelling. You must make 100% to get credit.*

1. **Big blow up**
   - a. ecksplosion
   - b. esploosion
   - c. eksloshun
   - d. explosion

2. **very, very good**
   - a. eksulant
   - b. excellent
   - c. ecksalent
   - d. ecsulent

3. **not native; from another country**
   - a. farren
   - b. foren
   - c. foreign
   - d. faren

4. **the star; the best player**
   - a. champpian
   - b. champion
   - c. champien
   - d. champpion

5. **mechanism to stop a car**
   - a. break
   - b. brack
   - c. brake
   - d. brrak

WRITING STANDARD G-26 – ACTIVITY SHEET 6

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Look at each pair of guide words. Write out the words that would appear on the page having those words as guides.*

1. **abate – alien**

   again
   afraid
   allegro
   anthrax
   attack

2. **trial – variant**

   surprise
   tailor
   treatment
   valiant
   vary

3. **durable – faulty**

   curable
   easily
   factual
   favor
   furor

4. **lumber – myth**

   march
   lucky
   lantern
   mimic
   marvel

ACTIVITY ANSWER KEY

WRITING STANDARD G-26

ACTIVITY 1

A.
1. 2
2. 3
3. 1
4. 2
5. 3
6. 1
7. 3
8. 2
9. 1
10. 2

ACTIVITY 2

1. calm
2. coast
3. cottage
4. damage
5. destroy
6. evening
7. helmet
8. minute
9. mountain
10. nation
11. nickel
12. sailor
13. settle
14. shape
15. station
16. thousand
17. trouble
18. valley
19. voyage
20. wheat

ACTIVITY 3

1. a
2. b
3. d
4. c
5. c
6. d
7. b
8. b
9. c
10. a

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD G-26 (continued)

ACTIVITY 4

1. c
2. d
3. c
4. b
5. a

ACTIVITY 5

1. d
2. b
3. c
4. b
5. c

ACTIVITY 6

1. abate — alien

    again
    afraid
    allegro

2. trial — variant

    valiant

3. durable — faulty

    easily
    factual

4. lumber — myth

    march
    marvel
    mimic

WRITING STANDARD G-26 – EVALUATION I

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Use the dictionary to check the spelling of the words in parenthesis. Write the correct word on your own paper.*

________________ 1. The **(principle, principal)** called me into his office.

________________ 2. What **(affect, effect)** will it have on the mixture?

________________ 3. We **(accept, except)** your offer with gratitude.

________________ 4. We'll drink some **(aid, ade)**.

________________ 5. It was a 90° **(angle, angel)**.

________________ 6. That city is the **(capital, capitol.)**

________________ 7. The **(capital, capitol)** building is beautiful.

________________ 8. This word needs a **(capital, capitol)** letter.

________________ 9. Try not to **(break, brake)** the glass cover.

________________ 10. Every **(ceil, sell)** has a nucleus.

WRITING STANDARD G-26 – EVALUATION II
USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Use the dictionary to check the spelling of the words in parenthesis. Write the correctly spelled word for each sentence on your own paper.*

1. He bought the ________ which ran smoother. **(vehicle, veehikle)**
2. The four sided figure is a ________. **(scuare, square)**
3. He is studying at the ________. **(unniversity, university)**
4. We ate at the ________. **(restarrant, restaurant)**
5. Please ________ the floor. **(vacume, vacuum)**
6. Don't ________ electricity. **(waste, waist)**
7. Eat a ________ of celery. **(staulk, stalk)**
8. Listen to the ________ report. **(weather, whether)**
9. He made a ________ at the banquet. **(speech, speach)**
10. The ________ from our business was $50,000 this year. **(profit, prophet)**

WRITING STANDARD G-26 – EVALUATION III
USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Use the dictionary to look up the words in the following pairs. Write the correct spelling of the misspelled word on your own paper.*

1. conscience, feiry ____________________
2. sheik, anceint ____________________
3. niether, foreign ____________________
4. sieze, protein ____________________
5. either, wierd ____________________
6. height, siezure ____________________
7. financeir, leisure ____________________
8. ancient, speceis ____________________
9. meisure, material ____________________
10. peice, peace ____________________

WRITING STANDARD G-26 – EVALUATION IV

USE A DICTIONARY WITH GUIDANCE, TO SPELL WORDS HAVING PHONETICALLY REGULAR BEGINNINGS

Student Directions: *Use the dictionary to find the incorrectly spelled words in the following pairs. Write the misspelled word correctly on your own paper.*

1. **recieve, grief** ______________________
2. **field, wieghing** ______________________
3. **peirce, neighbor** ______________________
4. **acheive, sleigh** ______________________
5. **relief, beleif** ______________________
6. **frieght, receipt** ______________________
7. **ceiling, riegn** ______________________
8. **history, melodie** ______________________
9. **persen, reason** ______________________
10. **picnic, panec** ______________________

EVALUATION ANSWER KEY

WRITING STANDARD G-26

EVALUATION I

1. principal
2. effect
3. accept
4. aide
5. angle
6. capital
7. capitol
8. capital
9. break
10. cell

EVALUATION II

1. (vehicle)
2. (square)
3. (university
4. (restaurant)
5. (vacuum)
6. (waste)
7. (stalk)
8. (weather)
9. (speech)
10. (profit)

EVALUATION III

1. fairy
2. ancient
3. neither
4. seize
5. weird
6. seizure
7. financier
8. species
9. measure
10. piece

EVALUATION IV

1. receive
2. weighing
3. pierce
4. achieve
5. belief
6. freight
7. reign
8. melody
9. person
10. panic

H-27: Use an exclamation point to complete an imperative statement, when force is intended.

WRITING STANDARD H-27 – PREPARATORY SHEET 1
PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

TEACHER DIRECTED

EXPLANATION: A sentence that gives a command is an **imperative sentence.**

Use an exclamation point after a sentence that gives a command (an **imperative sentence**) when you want to show strong feeling.

Get that cat out of here!

Get out of the way!

Quick! Run after him!

Have students write 10 imperative sentences that show strong feeling to share with the class. Discuss whether or not each sentence meets the criteria for an imperative sentence. Stress proper punctuation.

WRITING STANDARD H-27 – PREPARATORY SHEET 2

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

TEACHER DIRECTED

EXPLANATION: An exclamation point is used after an imperative sentence when force is intended.

Watch Out!

Note: No exclamation mark is used after a command or request that does not show strong feeling.

Please hand me that schedule.

Get the butter out of the refrigerator.

WRITING STANDARD H-27 – PREPARATORY SHEET 3

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

TEACHER DIRECTED

TYPES OF SENTENCES

EXPLANATION: A **declarative** sentence makes a statement. It is followed by a period.

Jim is twenty years old.
Anita has dark brown hair

An **interrogative** sentence asks a question. It is followed by a question mark.

How old is Jim?
Why are you out of your seat?

An **imperative** sentence gives a simple command or makes a request. It is followed by a period or an exclamation point.

Tell me how old you are, Jim.
Get out of here right now!

An **exclamatory** sentence shows strong feeling, excitement or force. **(If a command is shouted in excitement, it is an exclamatory sentence.)** It is followed by an exclamation point.

What a storm this is!
I am so scared!
Run for your life! (comand)

WRITING STANDARD H-27 – ACTIVITY SHEET 1

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Place an exclamation point after each imperative statement that intends to show force or strong feeling. Place a period after each sentence that does not show strong feeling. Rewrite each sentence.*

1. **Do your homework each night**
2. **Clear the table, please**
3. **Get that cat off the table**
4. **Watch out**
5. **Get out of the way**
6. **Have another piece of cake**
7. **Kill that snake**
8. **Play these records**
9. **Halt**
10. **Put the book on the table**

WRITING STANDARD H-27 – ACTIVITY SHEET 2

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Place an exclamation point after each command that shows strong feelings or force. Place a period after each imperative sentence that is just a simple statement. Rewrite each sentence.*

1. Sit down, Mark, and tell me about your vacation
2. Don't touch the hot stove
3. Answer the first question, Joan
4. Run for your life
5. Keep your books clean
6. Please send my best regards to Uncle Ted
7. Look out for that car
8. Please sign your name here
9. Stop the car; the bridge is out
10. Call the police

WRITING STANDARD H-27 – ACTIVITY SHEET 3

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Change the following declarative sentences to imperative sentences as in the example. Use the correct end punctuation.*

Example: 1. The thread is in the drawer.

Bring me the thread.

2. The ball is rolling into the street.

Stop the ball!

1. The paper is kept in that cabinet.

____

2. The blade can be dangerous if you are not careful.

____

3. If the baby stays in the playpen, he won't run into the street.

____

4. A loaded gun can kill someone.

____

5. The brakes on the car are faulty.

____

WRITING STANDARD H-27 – ACTIVITY SHEET 4

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Place a period, a question mark or an exclamation point at the end of each sentence. To the left of each sentence write* **declarative, interrogative, imperative** *or* **exclamatory** *to tell the kind of sentence. Rewrite each sentence.* **Remember:** *If a command is shouted in excitement, it is an exclamatory sentence.*

Remember, if a command is shouted in excitement it is an exclamatory sentence.

____________________ 1. **Call the fire department**

____________________ 2. **Tell me where you put the books**

____________________ 3. **Throw him a life preserver**

____________________ 4. **Can we get our plants, now**

____________________ 5. **I want some new clothes**

____________________ 6. **Why didn't you tell me sooner**

____________________ 7. **Kill that snake**

____________________ 8. **What is the cost of this**

____________________ 9. **Please give him our thanks**

____________________ 10. **Where did you leave it**

ACTIVITY ANSWER KEY

WRITING STANDARD H-27

ACTIVITY 1

1. Do your homework each night.
2. Clear the table, please.
3. Get that cat off the table!
4. Watch out!
5. Get out of the way!
6. Have another piece of cake.
7. Kill that snake!
8. Play these records.
9. Halt!
10. Put the book on the table.

ACTIVITY 2

1. Sit down, Mark, and tell me about your vacation.
2. Don't touch the hot stove!
3. Answer the first question, Joan.
4. Run for your life!
5. Keep your books clean.
6. Please send my best regards to Uncle Ted.
7. Look out for that car!
8. Please sign your name here.
9. Stop the car; the bridge is out!
10. Call the police!

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD H-27 (continued)

ACTIVITY 3

Student answers will vary. Some possibilities are:

1. Bring me some paper from the cabinet.
or Put the paper in the cabinet!

2. Watch out for that blade!
or Use the blade with caution.

3. Put the baby in the playpen.
or Grab the baby before he goes into the street!

4. Put the gun in a safe place.
or Take the ammo out of the gun.
or Watch out! That gun is loaded.

5. Get the brakes fixed.
or The brakes won't hold!

ACTIVITY 4

Exclamatory — 1. Call the fire department!

Imperative — 2. Tell me where you put the books.

Exclamatory — 3. Throw him a life preserver!

Interrogative — 4. Can we get our plants now?

Declarative — 5. I want some new clothes.

Interrogative — 6. Why didn't you tell me sooner?

Exclamatory — 7. Kill that snake!

Interrogative — 8. What is the cost of this?

Imperative — 9. Please give him our thanks.

Interrogative — 10. Where did you leave it?

WRITING STANDARD H-27 – EVALUATION I

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *To the left of each sentence, tell whether it is* declarative, interrogative, imperative *or* exclamatory. *If an imperative sentence (one which gives a command) shows strong feeling, it should be labeled exclamatory. Rewrite each sentence.*

____________________ 1. They will be here at five.

____________________ 2. Oranges are grown in Florida.

____________________ 3. Hey! Watch out!

____________________ 4. Can you drive a car?

____________________ 5. The answer was easy to find.

____________________ 6. Where are the children?

____________________ 7. Quick! Get some water!

____________________ 8. Pass the vegetables.

____________________ 9. Stop that thief!

____________________ 10. Give me your telephone number.

WRITING STANDARD H-27 – EVALUATION II

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *To the left of each number write the letter of the imperative statement. Rewrite the imperative statement using proper end punctuation.*

__________ 1. a. What are you doing
b. Bring me some water
c. We have enough paint

__________ 2. a. Catch that man
b. What color is it
c. This is a bargain

__________ 3. a. Which car do you like
b. This is a beautiful car
c. Don't hit my car

__________ 4. a. Catch the ball
b. Where is my ball
c. I want a new baseball

__________ 5. a. Where is the truck going
b. Fires can start without being lighted
c. Put out that fire

__________ 6. a. Look at the gorgeous sunset
b. The brilliant colors in the sunset come from reflected sunlight
c. What time will the sun set

__________ 7. a. Where are my books
b. Hand me that book
c. This book tells about fish

__________ 8. a. I need money badly
b. Where will I get the money
c. Give me the thousand dollars I won

__________ 9. a. Bring your skates to the rink
b. Where did I put my skates
c. The skates need to be oiled

__________ 10. a. The ice is slippery
b. Can you stand up
c. Don't fall on the ice

WRITING STANDARD H-27 – EVALUATION III

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Place an exclamation point after each imperative sentence that intends force or shows excitement. Put a period after each imperative statement that doesn't intend force or show excitement. Draw a line through each statement that is not an imperative statement.*

1. **Get lost**
2. **I am lost**
3. **Follow the map so you won't get lost**
4. **Put your shoes in the closet**
5. **Get that mouse out of the closet**
6. **There is a mouse in the closet**
7. **Put your toys in the toy chest**
8. **Your toys belong in the chest**
9. **Oh-h-h, I slipped on the skate**
10. **There's a fire alarm box on that pole**
11. **Quick, call the fire department**
12. **Don't pull the hammer unless there's a fire**
13. **Put some water in the beans**
14. **If all the water boils out the beans will burn**
15. **Don't burn the beans**

WRITING STANDARD H-27 – EVALUATION IV

PUNCTUATE CORRECTLY – USE AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED

Student Directions: *Write the letter of the imperative sentence that shows force or excitement and should be followed by an exclamation point.*

________ 1. a. Watch out
b. It is wise to be careful
c. Stay indoors out of the storm

________ 2. a. Driving race cars can be dangerous
b. Hit the brakes
c. Come into the pit stop for gas

________ 3. a. Get the cows out of the cornfield
b. The fences are in bad shape
c. Get some wire from the store

________ 4. a. Trapeze artists live charmed lives
b. Practice on the high wire today
c. He's falling. Catch him

________ 5. a. Keep everyone clear of the track
b. The little boy is on the track
c. Get off the track

________ 6. a. Be careful around the pool
b. Lifeguard, pull the baby out of the pool
c. Every child needs to know how to swim

________ 7. a. Get out of the street
b. Children shouldn't play in the street
c. Teach children not to play in the street

________ 8. a. If the breathing stops there can be brain damage
b. Remember to get a doctor quickly when there is an emergency
c. Call a doctor

________ 9. a. Always be alert when driving
b. Is the bridge out
c. Stop all cars fast

________ 10. a. The emergency door on a bus is usually in the back
b. Open the emergency door
c. Is there a emergency door on every bus

EVALUATION ANSWER KEY

WRITING STANDARD H-27

EVALUATION I

Declarative — 1. They will be here at five.
Declarative — 2. Oranges are grown in Florida.
Exclamatory — 3. Hey! Watch out!
Interrogative — 4. Can you drive a car?
Declarative — 5. The answer was easy to find.
Interrogative — 6. Where are the children?
Exclamatory — 7. Quick! Get some water!
Imperative — 8. Pass the vegetables.
Exclamatory — 9. Stop that thief!
Imperative — 10. Give me your telephone number.

EVALUATION II

1. b — .
2. a — !
3. c — !
4. a — !
5. c — !
6. a — ! or .
7. b — .
8. c — ! or .
9. a — .
10. c — !

EVALUATION III

1. Get lost!
~~2. I am lost~~
3. Follow the map so you won't get lost.
4. Put your shoes in the closet.
5. Get that mouse out of the closet!
~~6. There is a mouse in the closet~~
7. Put your toys in the toy chest.
~~8. Your toys belong in the chest~~
9. Oh-h-h, I slipped on the skate!
~~10. There's a fire alarm box on that pole~~
11. Quick, call the fire department!
12. Don't pull the hammer unless there's a fire.
13. Put some water in the beans.
~~14. If all the water boils out the beans will burn~~
15. Don't burn the beans!

EVALUATION IV

1. a
2. b
3. a
4. c
5. c
6. b
7. a
8. c
9. c
10. b

H-28: Use the comma to separate words in a series.

WRITING STANDARD H-28 – PREPARATORY SHEET 1

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

TEACHER DIRECTED

EXPLANATION: Use the comma to separate words in a series. A series is three or more items.

Example: We have read stories by Twain, Harte, and Poe.

Hot dogs, baked beans, potato chips, and cookies are good for a picnic.

The weather was cold, rainy, and generally miserable.

Note: It is better to use a comma before the **and** joining the last two items in a series. If this comma is left out the meaning may not be clear.

NOT CLEAR	She is taking English, Latin, French and American history.
CLEAR	She is taking English, Latin, French, and American history.

With the comma you know she is taking three languages and one history, not four histories.

WRITING STANDARD H-28 – PREPARATORY SHEET 2

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

TEACHER DIRECTED

USE THE COMMA TO SEPARATE TWO OR MORE ADJECTIVES PRECEDING A NOUN.

Examples:	The big, red, juicy apple looks delicious. The hot, dry, Arizona climate is good for people with asthma.
Note:	Do not use a comma between the adjective and the noun following it.

WRITING STANDARD H-28 – ACTIVITY SHEET 1

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Underline the words in a series in the following sentences. Rewrite each sentence placing commas in the proper place.*

Example: 1. Jane rode through Virginia North Carolina and Tennessee.

2. Jane rode through Virginia, North Carolina, and Tennessee.

1. **Stop look and listen before crossing the street.**
2. **The dairyman has milk butter cheese and eggs.**
3. **We went swimming skiing and fishing.**
4. **You need milk vegetables bread and meat for a balanced diet.**
5. **I ordered wood nails paint and wallpaper to complete our project.**
6. **Astronomers study the sun moon stars and planets.**
7. **Tennis soccer and softball are all fun to play.**
8. **The recipe calls for flour salt soda eggs and spices.**
9. **You will learn to use the jigsaw drill sander and lathe in this course.**
10. **Put your coat hat and gloves away, please.**

WRITING STANDARD H-28 – ACTIVITY SHEET 2

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Number you paper form 1-10. Rewrite each sentence placing commas in the proper place.*

1. We had lessons in tennis raquetball skating and swimming.
2. Joe Bill Tom and Harry are the ones who have not finished their work.
3. The president vice-president secretary and treasurer must be at the meeting.
4. Iron copper and aluminum are found in abundance in this mountainous area.
5. I visited England France Spain and Norway.
6. These plants need plenty of fertilizer water and sunlight.
7. The planting weeding and watering of a garden takes a lot of time.
8. The best students include Ben Gerry Ray Mary and Lucy.
9. Coal oil gas and water are used to produce electricity.
10. The weather insects and blights are problems for farmers.

WRITING STANDARD H-28 – ACTIVITY SHEET 3

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Number you paper form 1-10. Rewrite each sentence placing commas in the proper place.*

1. Geysers are found in Canada the United States Iceland and New Zealand.
2. I packed my shoes shorts T-shirts and jeans; but I forgot my toothbrush comb and hairspray.
3. The sand sun and surf are hard on your hair.
4. The elephants are lazy friendly and good-natured.
5. The boys caught snook snapper and ocean trout.
6. I like to eat apples oranges and bananas.
7. Cheese ham and peanut butter are good for snacks.
8. Place the plates cups saucers and glasses in the cupboard.
9. Wash the towels sheets spreads and throw rugs.
10. Load the mower edger and rakes on the truck.

WRITING STANDARD H-28 – ACTIVITY SHEET 4

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Write five sentences using the following groups of words in a series. Use proper punctuation.*

1. **chocolate, peppermint, lime**
2. **oatmeal, peanut butter, chocolate chip, lemon**
3. **tennis, raquetball, ping-pong**
4. **tigers, lions, bears**
5. **paper, pencil, books**

ACTIVITY ANSWER KEY

WRITING STANDARD H-28

ACTIVITY 1

1. Stop, look, and listen before crossing the street.
2. The dairyman has milk, butter, cheese, and eggs.
3. We went swimming, skiing, and fishing.
4. You need milk, vegetables, bread, and meat for a balanced diet.
5. I ordered wood, nails, paint, and wallpaper to complete our project.
6. Astronomers study the sun, moon, stars, and planets.
7. Tennis, soccer, and softball are all fun to play.
8. The recipe calls for flour, salt, soda, eggs, and spices.
9. You will learn to use the jigsaw, drill, sander, and lathe in this course.
10. Put your coat, hat, and gloves away, please.

ACTIVITY 2

1. We had lessons in tennis, raquetball, skating, and swimming.
2. Joe, Bill, Tom, and Harry are the ones who have not finished their work.
3. The president, vice-president, secretary, and treasurer must be at the meeting.
4. Iron, copper, and aluminum are found in abundance in this mountainous area.
5. I visted England, France, Spain, and Norway.
6. These plants need plenty of fertilizer, water, and sunlight.
7. The planting, weeding, and watering of a garden takes a lot of time.
8. The best students include Ben, Gerry, Ray, Mary, and Lucy.
9. Coal, oil, gas, and water are used to produce electricity.
10. The weather, insects, and blights are problems for farmers.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD H-28 (continued)

ACTIVITY 3

1. Geysers are found in Canada, the United States, Iceland, and New Zealand.
2. I packed my shoes, shorts, T-shirts, and jeans; but I forgot my toothbrush, comb, and hairspray.
3. The sand, sun, and surf are hard on your hair.
4. The elephants are lazy, friendly, and good-natured.
5. The boys caught snook, snapper, and ocean trout.
6. I like to eat apples, oranges, and bananas.
7. Cheese, ham, and peanut butter are good for snacks.
8. Place the plates, cups, saucers, and glasses in the cupboard.
9. Wash the towels, sheets, spreads, and throw rugs.
10. Load the mower, edger, and rakes on the truck.

ACTIVITY 4

Answers will vary.

WRITING STANDARD H-28 – EVALUATION I

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Write the letter of the correctly punctuated sentence in the blank to the left of the number.*

_____ 1.
a. Apples, oranges, and tangerines are citrus fruit.
b. Apples oranges, and tangerines are citrus fruit.
c. Apples, oranges and tangerines are citrus fruit.

_____ 2.
a. Lions tigers and leopards are members of the cat family.
b. Lions tigers, and leopards, are members of the cat family.
c. Lions, tigers, and leopards are members of the cat family.

_____ 3.
a. We must have, food, clothing, and shelter.
b. We must have food, clothing, and shelter.
c. We must have food, clothing and shelter.

_____ 4.
a. Membership depends on citizenship, scholarship, and talent.
b. Membership depends, on citizenship, scholarship and, talent.
c. Membership depends on citizenship scholarship and talent.

_____ 5.
a. Playing football requires intelligence, skill, and coordination.
b. Playing football requires intelligence, skill and, coordination.
c. Playing football, requires intelligence skill and, coordination.

WRITING STANDARD H-28 – EVALUATION II

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: **Remember:** *Use a comma to separate two or more adjectives modifying the same noun.*

Do not use a comma between the last adjective and the noun it modifies.

Underline the adjectives preceding a noun and punctuate correctly.

1. I saw a large ugly gull.
2. The lazy friendly good-natured elephants made the children laugh.
3. The crazy mixed-up kid may grow up sometime.
4. The harsh clashing sound of the cymbals was exciting.
5. The sleek red sports car drove into our driveway.

WRITING STANDARD H-28 – EVALUATION III
PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: *Underline all words in a series and place commas where needed.*

1. We will wear red white and blue.

2. Pick up the doors windows and screens for the new house.

3. I will need hammer nails and a saw.

4. Paint the bedroom bath and hall today.

5. The plumber electrician and carpet man will be here tomorrow.

6. He snores snorts and whistles in his sleep.

7. Take home your meat butter and ice cream before they spoil.

8. We planted corn beans and carrots today.

9. They have plenty of lettuce tomatoes and squash.

10. You may have coffee tea or milk with your dinner.

WRITING STANDARD H-28 – EVALUATION IV

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE WORDS IN A SERIES

Student Directions: **Remember:** *Use a comma to separate two or more adjectives modifying the same noun.*

Do not use a comma between the last adjective and the noun it modifies.

Underline the adjectives preceding a noun and punctuate correctly.

1. The crowded smoke-filled bus was not comfortable.

2. The frightened crying child said she was lost.

3. The happy little blond boy was very appealing.

4. The lovely decorated table was ready for the guests.

5. The shouting shoving crowd rushed into the street.

EVALUATION ANSWER KEY

WRITING STANDARD H-28

EVALUATION I

1. a
2. c
3. b
4. a
5. a

EVALUATION II

1. I saw a large, ugly gull.
2. The lazy, friendly, good-natured elephant made the children laugh.
3. The crazy, mixed-up kid may grow up sometime.
4. The harsh, clashing sound of the cymbals was exciting.
5. The sleek, red, sports car drove into our driveway.

EVALUATION III

1. We will wear red, white, and blue.
2. Pick up the doors, windows, and screens for the new house.
3. I will need hammer, nails, and a saw.
4. Paint the bedroom, bath, and hall.
5. The plumber, electrician, and carpet man will be here tomorrow.
6. He snores, snorts, and whistles in his sleep.
7. Take home your meat, butter, and ice cream before they spoil.
8. We planted corn, beans, and carrots today.
9. They have plenty of lettuce, tomatoes, and squash.
10. You may have coffee, tea, or milk with your dinner.

EVALUATION IV

1. The crowded, smoke-filled bus was uncomfortable.
2. The frightened, crying child said she was lost.
3. The happy, little, blond boy was very appealing.
4. The lovely, decorated table was ready for the guests.
5. The shouting, shoving crowd rushed into the street.

H-29: Use the comma to separate proper names in direct address.

WRITING STANDARD H-29 – PREPARATORY SHEET 1

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

TEACHER DIRECTED

EXPLANATION: Words used in direct address are set off by commas.

Would you rather eat at home, George?

Mrs. Jones, we want you to speak.

Can you tell me, sir, when the next train is due?

Coach, I'll be at practice today.

WRITING STANDARD H-29 – PREPARATORY SHEET 2

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

TEACHER DIRECTED

EXPLANATION:

Use commas to set off from the rest of the sentence the name of a person when you are talking to the person.

Mary, I want you to be here on time.

The name you give to a person when you address them directly may not be a proper noun. It should still be set off by commas.

Now, my friends, you are in for a treat.

Hey you, get out of there!

If a title is used in place of a person's name when you are speaking to him, it may be capitalized as a proper noun. It is set off by commas.

Doctor, I need your advice.

Yes, Counselor, you may speak.

WRITING STANDARD H-29 – ACTIVITY SHEET 1

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

REMEMBER:
Place a comma to set off a name used in direct address at the beginning or at the end of a sentence.

Example: Joe, bring the book to me.

I can't hear you, Mary.

Use two commas to set off a name used in direct address when it comes within the sentence.

Example: Now, Bill, we are ready for you.

Student Directions: *Copy the following sentences on your own paper. Underline the name used in direct address and set if off with a comma.*

1. **Jim will you work for me?**
2. **I'll be over at 2:00 Mary.**
3. **In class Jane you must pay attention to the teacher.**
4. **George with this machine we will finish quickly.**
5. **I don't know Mandy whether we will go or not.**
6. **Mother may I leave now?**
7. **When the bell rings you may go Jim.**
8. **Mr. Jones may I ask the speaker a question?**
9. **Can you tell us Donna where we can find this material?**
10. **Let's get out of here, Kevin.**

WRITING STANDARD H-29 – ACTIVITY SHEET 2

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: *Copy each sentence on your own paper and add commas where they are needed.*

1. Danny do you like your job here?

2. I enjoy the work very much Mr. Harris.

3. If you have any problems Danny let me know.

4. Mr. Harris I need to visit my grandmother.

5. Isn't this the day baseball season opens Jack?

6. It seems to me Jack that she got sick this time last year.

7. One of my best friends Robbie is a doctor.

8. Sue would you like to be a doctor?

9. Peggy didn't you work as a nurse?

10. Doris did you get a job?

11. May I leave work early today Mr. Watson?

12. If you get tired Danny let me know.

13. I'm feeling better Coach.

14. Joan bring the cake to the picnic.

15. If you need to leave early Sue you may do so.

WRITING STANDARD H-29 – ACTIVITY SHEET 3

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: *Number you paper form 1-10. Copy each sentence. Underline the proper noun used in direct address and add commas where they are needed.*

1. **Tell me Lisa what she said.**
2. **Will you open the door George?**
3. **Joe did you do your homework?**
4. **Jim, was he the one who scored?**
5. **Did you see the movie Bob?**
6. **Let's go to the movies Joyce.**
7. **John, a graceful dancer, fell down the stairs.**
8. **Yes Mary I'll go with you.**
9. **No Mother I didn't do my work.**
10. **Bob, will you bring Mary to the dance?**

WRITING STANDARD H-29 – ACTIVITY SHEET 4

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: *Number your paper from 1-10. Copy sentence. Underline the proper noun used in direct address and punctuate the sentences correctly.*

Remember: A title or the name you give someone when you address them may not be a proper noun. You still set it off with a comma.

Example: Now, students, get your papers ready.

1. **Jim have you met Dr. Taylor?**
2. **Mary, did you give a gift to the animals?**
3. **"Can you do anything Doc?" he asked.**
4. **Miss Morton may I leave early today?**
5. **I think Connie that I'll be late today.**
6. **Julie, answer the riddle!**
7. **Really students you should know the answer.**
8. **Tell me Katie what are you doing?**
9. **I'll be outside Larry.**
10. **Next time fans the hometeam will win the game.**

ACTIVITY ANSWER KEY

WRITING STANDARD H-29

ACTIVITY 1

1. Jim, will your work for me?
2. I'll be over at 2:00, Mary.
3. In class, Jane, you must pay attention to the teacher.
4. George, with this machine we will finish quickly.
5. I don't know, Mandy, whether we will go or not.
6. Mother, may I leave now?
7. When the bell rings you may go, Jim.
8. Mr. Jones, may I ask the speaker a question?
9. Can you tell us, Donna, where we can find this material?
10. Let's get out of here, Kevin.

ACTIVITY 2

1. Danny, do you like your work here?
2. I enjoy the work very much, Mr. Harris.
3. If you have any problems, Danny, let me know.
4. Mr. Harris, I need to visit my grandmother.
5. Isn't this the day baseball seasons opens, Jack?
6. It seems to me, Jack, that she got sick this time last year.
7. One of my best friends, Robbie, is a doctor.
8. Sue, would you like to be a doctor?
9. Peggy, didn't you work as a nurse?
10. Doris, did you get a job?
11. May I leave work early today, Mr. Watson?
12. If you get tired, Danny, let me know.
13. I'm feeling better, Coach.
14. Joan, bring the cake to the picnic.
15. If you need to leave early, Sue, you may do so.

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD H-29 (continued)

ACTIVITY 3

1. Tell me, Lisa, what she said.
2. Will you open the door, George?
3. Joe, did you do your homework?
4. Jim, was he the one who scored?
5. Did you see the movie, Bob?
6. Let's go to the movies, Joyce.
7. John, a graceful dancer, fell down the stairs.
8. Yes, Mary, I'll go with you.
9. No, Mother, I didn't do my work.
10. Bob, will you bring Mary to the dance?

ACTIVITY 4

1. Jim, have you met Dr. Taylor?
2. Mary, did you give a gift to the animals?
3. "Can you do anything, Doc?" he asked.
4. Miss Morton, may I leave early today?
5. I think, Connie, that I'll be late today.
6. Julie, answer the riddle!
7. Really, students, you should know the answer.
8. Tell me, Katie, what are you doing?
9. I'll be outside, Larry.
10. Next time, fans, the hometown will win the game.

WRITING STANDARD H-29 – EVALUATION I

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: *Copy the work below on your own paper. Write the letter of the correctly punctuated sentence to the left of the number.*

_____ 1. a. Sally, did you see the movie?
b. Sally did you see the movie?
c. Sally did you, see the movie?

_____ 2. a. Answer, the door John.
b. Answer the door, John.
c. Answer the, door John.

_____ 3. a. I'm feeling better, Coach.
b. I'm, feeling better Coach.
c. I'm feeling, better Coach.

_____ 4. a. Sue let's go to the, dance.
b. Sue, let's go to the dance.
c. Sue let's, go to the dance.

_____ 5. a. It seems, to me Ted, that the water is high.
b. It seems to me, Ted that the water is high.
c. It seems to me, Ted, that the water is high.

WRITING STANDARD H-29 – EVALUATION II

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

A) Student Directions *Number your paper from 1-5. Copy each sentence. Underline the noun used in direct address and punctuate the sentence correctly.*

1. **Mary we are so glad to see you.**
2. **We think students that it would be helpful if you would read the material thoroughly.**
3. **Jan can you study with me tonight?**
4. **Tommy Paul has discovered where you are hiding.**
5. **It will be in your best interest friends to be prepared.**

B) Student Directions: *Write five sentences with a noun used in direct address in each one. Punctuate correctly.*

WRITING STANDARD H-29 – EVALUATION III

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: *Number your paper from 1-15. Write* yes *if the sentence has a noun in direct address. Write* no *if there is a noun in direct address. Rewrite sentences with a* yes, *using commas where needed.*

_____ **1. Ask Mary if she is coming.**

_____ **2. Tom I want you to be there.**

_____ **3. Well Mary why aren't you coming?**

_____ **4. Jane you should be here too.**

_____ **5. I believe Dad that all my friends are coming.**

_____ **6. Why don't you light the charcoal Dad?**

_____ **7. Get out the hamburgers Mother.**

_____ **8. I'll prepare the salad.**

_____ **9. Don't rush so Mary.**

_____ **10. The fire is ready Jean.**

_____ **11. Watch the beans in the oven.**

_____ **12. Joe bring out the buns and potato chips.**

_____ **13. Oh Jean I'm so hungry.**

_____ **14. Come on everyone. Let's eat.**

_____ **15. Thanks Mother and Dad for helping with my party.**

WRITING STANDARD H-29 – EVALUATION IV

PUNCTUATE CORRECTLY – USE THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS FROM THE REST OF THE SENTENCE

Student Directions: Number your paper from 1-15. Copy sentences. Underline the proper noun used in direct address and punctuate the sentences correctly.

1. Mr. Black is your report ready?
2. Are you leaving on vacation John?
3. Can you help us Cheryl to get ready for the meeting?
4. You need more practice Cindy if you want to play well.
5. Helen and Marie are coming.
6. You rascal why did you do that?
7. Be sure to dress warmly girls.
8. Let's get out of here Sue.
9. Boys are you ever going to be ready?
10. May we go now Mother?
11. We hope Barry to get you in also.
12. Janice when will you know?
13. Yes Joe your surfboard is ready.
14. Your dad certainly is understanding.
15. Raymond we must be ready by five.

EVALUATION ANSWER KEY

WRITING STANDARD H-29

EVALUATION I

1. a
2. b
3. a
4. b
5. c

EVALUATION II

A.

1. Mary, we are so glad to see you.
2. We think, students, that it would be helpful if you would read the material thoroughly.
3. Jan, can you study with me tonight?
4. Tommy, Paul has discovered where you are hiding.
5. It will be in your best interest, friends, to be prepared.

B. Answers will vary. Each sentence must have a noun in direct address, set off by commas.

EXAMPLES:

Mary, stand up.

Go to your seat, Joe.

Here, Mary, are the things you ordered.

Continued on next page

EVALUATION ANSWER KEY

WRITING STANDARD H-29 (continued)

EVALUATION III

no — 1.
yes — 2. Tom, I want you to be there.
yes — 3. Well, Mary, why aren't you coming?
yes — 4. Jane, you should be here too.
yes — 5. I believe, Dad, that all my friends are coming.
yes — 6. Why don't you light the charcoal, Dad?
yes — 7. Get out the hamburgers, Mother.
no — 8.
yes — 9. Don't rush so, Mary.
yes — 10. The fire is ready, Jean.
no — 11.
yes — 12. Joe, bring out the buns and potato chips.
yes — 13. Oh, Jean, I'm so hungry.
yes — 14. Come on, everyone. Let's eat.
yes — 15. Thanks, Mother and Dad, for helping with my party.

EVALUATION IV

1. Mr. Black, is your report ready?
2. Are you leaving on vacation, John?
3. Can you help us, Cheryl, to get ready for the meeting?
4. You need more practice, Cindy, if you want to play well.
5.
6. You, rascal, why did you do that?
7. Be sure to dress warmly, girls.
8. Let's get out of here, Sue.
9. Boys, are you ever going to be ready?
10. May we go now, Mother?
11. We hope, Barry, to get you in also.
12. Janice, when will you know?
13. Yes, Joe, your surfboard is ready.
14.
15. Raymond, we must be ready by five.

WRITING STANDARD--I: The student will capitalize correctly.

I-30: Capitalize commonly used abbreviations for proper nouns.

WRITING STANDARD I-30 – PREPARATORY SHEET 1

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

TEACHER DIRECTED

EXPLANATION: Capitalize all proper nouns and abbreviations for common nouns.

1. Capitalize the names of people, places, things, and their abbreviations.

Lantana Junior High School – L.J.H.S. or Lantana Jr. H.S.
Black Mountain – Black Mt.
Lake Erie -- Lk. Erie
United States of America – U.S.A.

2. Capitalize the names of the days of the week, months, holidays, and their abbreviations.

Monday – Mon.
October – Oct.
Memorial Day – Mem. Da.

3. Capitalize the names of buildings, organizations, businesses, and their abbreviations.

Commerce Building – Commerce Bldg.
Tennessee Valley Authority – TVA
International Business Machines – IBM

4. Capitalize historical events, historical periods, and their abbreviations.

World War II – WW II
Revolutionary War – Rev. War

5. Capitalize the names of languages and their abbreviations.

English – Eng.
Spanish – Span.
French – Fr.

WRITING STANDARD I-30 – PREPARATORY SHEET 2

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

TEACHER DIRECTED

EXPLANATION: Capital letters are used to show:

1. Some abbreviations.

   P.O. – Post Office
   R.R. – Rural Route
   C.O.D. – Cash on delivery

   Note: Do not capitalize other abbreviations not used for proper nouns.

   ft. – foot
   lb. – pound
   mo. – month

2. Capitalize titles of person when used with a proper noun.

   Dr. Aldren
   Pres. Tolbert
   Mr. Jones

3. Capitalize initials.

   J. D. Winship
   Mrs. R. H. Kain

WRITING STANDARD I-30 – PREPARATORY SHEET 3

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

TEACHER DIRECTED

EXPLANATION: Give students a copy of the basic rules for capitalization to keep for reference.

Capitalize important words.
(Use a capital letter at the beginning of a word.)

1. Capitalize the first word of every sentence.

2. Capitalize the first word of a direct quotation.

   When you write the exact words somebody says, you are quoting that person. The words spoken are called a **direct quotation.**

   The first word of a direct quotation is capitalized.

   Jim said, "You must come today."

3. Capitalize the first word of a line of poetry.

   Gather ye rosebuds while ye may,
   Old time is still a-flying,
   And this same flower that smiles today,
   Tomorrow will be dying.

4. Capitalize the first word of each line of an outline.

   I. Reasons for taking exercise

   A. Health

   B. Appearance

5. Capitalize the greeting and closing of a letter.

   Dear Mr. Jones:

   We will be able to meet with you today.

   Sincerely,
   Joe Smith

Continued on next page

WRITING STANDARD I-30 – PREPARATORY SHEET 3

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

(Continued)

6. Capitalize proper nouns.

a. The names of persons and pets.

Joe
James Baldwin
Fido

b. The names of particular places and things.

Cities: Jamestown
States: Florida
Countries: Germany
Sections of the country: North, East, West, Southwest
Streets: Fifty-seventh St.
Bodies of water: Lake Worth, Atlantic Ocean
Islands: Oahu

NOTE: Capitalize north, south, east and west when they name a section of the country but not when they give a direction.

I am from the South.

Turn south at Dixie Highway.

c. The names of organizations, business firms, and government bodies.

Reynolds Junior High School
Center City Athletic Club
Empire State Building
Federal Bureau of Investigation

d. Days of the week, months, holidays, and special events.

Tuesday
September
Labor Day
World Series

e. Historical periods and events.

Middle Ages
Revolutionary Period

Continued on next page

WRITING STANDARD I-30 – PREPARATORY SHEET 3

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

(Continued)

f. Brand names and business products.

Cannon towels
Buick sedan

g. The names of ships, monuments, awards, and any other particular places, things and events.

U.S.S. Maine
Fort Dix
Pultizer Prize

h. Words referring to the Deity

God
Son of God
the Creator
Lord

NOTE: Do not capitalize words referring to gods in mythology.

We read about Diana, goddess of love.

i. The names of religions, nationalities, and languages.

Christianity
Judaism
Muslim
English
Spanish

7. Capitalize the pronoun I and the interjection O.

I praise you. O Lord.

Note: Do not capitalize **oh** except at the beginning of a sentence or quotation.

8. Capitalize the first, last and all important words in title of books, stories, movies, magazines or newspapers.

The Wizard of Oz.

9. Capitalize any title showing respect used with a person's name.

Aunt Matilda
Captain Hook
Dr. Jones

Capitalize the title used in place of the name of any very important person.

The President lives in the White House.
We spoke to the Secretary of State.

WRITING STANDARD I-30 – ACTIVITY SHEET 1

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Review the difference between a common and a proper noun.*

Examples:

COMMON NOUN	PROPER NOUN
baseball team	New York Yankees
ocean	Atlantic
cereal	Wheaties
Go east	in the East
Greek god	Apollo
month	January
school	Belvedere School
math	Math I
religion	Judaism
day	Tuesday
historical period	Depression
ship	Queen Elizabeth

Student Directions: *Give a proper noun for each common noun. Give a common noun for each proper noun. Do this exercise orally.*

1. girl ______________________
2. man ______________________
3. Jordan Marsh ______________________
4. television show ______________________
5. Sears ______________________
6. doctor ______________________
7. Kennedy High School ______________________
8. Fido ______________________
9. Snapper ______________________
10. book ______________________

WRITING STANDARD I-30 – ACTIVITY SHEET 2

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *On a sheet of notebook paper, write a proper noun for each common noun. Write a common noun for each proper noun.*

1. **football team** ______________________
2. **Labor Day** ______________________
3. **government building** ______________________
4. *Tom Sawyer* ______________________
5. **national park** ______________________
6. **historical event** ______________________
7. **John Travolta** ______________________
8. **lake** ______________________
9. **astronaut** ______________________
10. **Asia** ______________________
11. **Germany** ______________________
12. **Washington Monument** ______________________
13. **orchestra** ______________________
14. **business firm** ______________________
15. **song** ______________________
16. **Cheerios** ______________________
17. **Coca-Cola** ______________________
18. **national anthem** ______________________
19. **Catholicism** ______________________
20. **boy** ______________________

WRITING STANDARD I-30 – ACTIVITY SHEET 3
CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *On a piece of notebook paper, write the names of the days of the week and after each one, write its abbreviation. The first one is done.*

1. Sunday Sun.
2. ____________________ ____________________
3. ____________________ ____________________
4. ____________________ ____________________
5. ____________________ ____________________
6. ____________________ ____________________
7. ____________________ ____________________

WRITING STANDARD I-30 – ACTIVITY SHEET 4

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Match the letter for the abbreviations in the right column to the number of the matching noun in the left column. Do all work on your own paper.*

1. President
2. Governor
3. Senator
4. Representative
5. Mayor
6. Reverend
7. Judge
8. Professor
9. Lieutenant
10. Sergeant
11. Doctor
12. Mistress
13. Mister
14. Captain
15. United States
16. English
17. Monday
18. Mountain
19. January
20. Building

a. Mrs.
b. Sgt.
c. Rep.
d. Sen.
e. Bldg.
f. Mayor
g. Jan.
h. Lt.
i. Dr.
j. Mt.
k. Mr.
l. Pres.
m. Mon.
n. Rev.
o. Gov.
p. Eng.
q. U.S.
r. Prof.
s. Judge
t. Cap.

WRITING STANDARD I-30 – ACTIVITY SHEET 5

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Number your paper from 1-11. Copy the months of the year as shown. After each month, write its abbreviation. Remember there is no abbreviation for May.*

1. **October** ____________________
2. **April** ____________________
3. **December** ____________________
4. **February** ____________________
5. **January** ____________________
6. **November** ____________________
7. **March** ____________________
8. **September** ____________________
9. **August** ____________________
10. **June** ____________________
11. **July** ____________________

ACTIVITY ANSWER KEY

WRITING STANDARD I-30

ACTIVITY I (Answers will vary.)

SAMPLES:

1. Mary Stewart
2. Mr. Jones
3. store — business
4. Eight Is Enough
5. business — store
6. Dr. Manlon
7. school
8. dog — pet
9. lawn mower
10. Tom Sawyer

ACTIVITY 2 (Answers will vary.)

SAMPLES:

1.	football team	Dallas Cowboys
2.	Labor Day	holiday
3.	government building	Pentagon
4.	Tom Sawyer	book
5.	national park	Yosemite
6.	historical event	Battle of Gettysberg
7.	John Travolta	movie star
8.	lake	Lake Erie
9.	astronaut	John Glenn
10.	Asia	continent
11.	Germany	country
12.	Washington Monument	memorial
13.	orchestra	New York Philharmonic
14.	business firm	International Business Machines
15.	song	I Write the Songs
16.	Wheaties	cereal
17.	Coca-Cola	soft drink
18.	national anthem	The Star Spangled Banner
19.	Catholicism	religion or denomination
20.	boy	John Green

Continued on next page

ACTIVITY ANSWER KEY

WRITING STANDARD I-30 (continued)

ACTIVITY 3

1. Sunday – Sun.
2. Monday – Mon.
3. Tuesday – Tues.
4. Wednesday – Wed.
5. Thursday – Thur.
6. Friday – Fri.
7. Saturday – Sat.

ACTIVITY 4

1. l
2. o
3. d
4. c
5. f
6. n
7. s
8. r
9. h
10. b
11. i
12. a
13. k
14. t
15. q
16. p
17. m
18. j
19. g
20. e

ACTIVITY 5

1. Oct.
2. Apr.
3. Dec.
4. Feb.
5. Jan.
6. Nov.
7. Mar.
8. Sept.
9. Aug.
10. Jun.
11. Jul.

WRITING STANDARD I-30 – EVALUATION I

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Write the abbreviations that should begin with a capital letter because they are abbreviations of a proper noun. Do all work on your own paper.*

1. in.
2. ga.
3. gal.
4. mrs. Smith
5. dr. Jones
6. Sixth ave.
7. jan.
8. mon.
9. yr.
10. qt.
11. mo.
12. yd.
13. New York, n.y.
14. ft.
15. mr. Allen
16. lb.
17. mi.
18. u.s.a.

WRITING STANDARD I-30 – EVALUATION II

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *On your own paper, rewrite each name and then write its abbreviation. Capitalize where necessary.*

1. **worth avenue** ____________________
2. **florida** ____________________
3. **virginia** ____________________
4. **england** ____________________
5. **madison street** ____________________

WRITING STANDARD I-30 – EVALUATION III

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Choose the word which correctly completes each sentence. Write the letter of that answer on your own paper.*

1. The operation was performed by ______________________________.

a. dr. Adams
b. Dr. Adams

2. The date is ______________________________.

c. Oct. 3, 1977
d. oct. 3, 1977

3. Mary, order 5 __________ of potatoes, 12 __________ tomato sauce, and 3 onions.

e. lb., oz.
f. Lb., Oz.

4. We will travel in the ______________________________.

g. u.s.s.r.
h. U.S.S.R.

5. Address it to 125 Silver Springs ______________________________.

i. blvd.
j. Blvd.

WRITING STANDARD I-30 – EVALUATION IV

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Choose the word which correctly completes each sentence. Write the letter of that answer on your own paper.*

1. We ordered 10 ______________________________ of potatoes.

   k. lbs.
   l. Lbs.

2. The inside address is:

   m. Mr. Jack Jones, Princ.
   Lincoln School
   1225 Spruce St.
   Laurel, IL

   n. mr. Jack Jones, princ.
   Lincoln School
   1225 Spruce st.
   Laurel, il.

8. We were given orders by ______________________________ .

   o. gen. Wainwright
   p. Gen. Wainwright

4. Tell Joe to cut the marble slab 5 ______________ 6 ______________ long.

   q. ft., in.
   r. Ft., In.

5. Post this: These cars get 20 ______________ per ______________ .

   s. mi., gal.
   t. Mi., Gal.

WRITING STANDARD I-30 – EVALUATION IV

CAPITALIZE CORRECTLY – CAPITALIZE COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS

Student Directions: *Write the correct abbreviation for each of the following nouns that can be abbreviated. Be sure to use a capital letter for each abbreviation for a proper noun or a title used with a proper noun.*

1. march 1. ______________________
2. tuesday 2. ______________________
3. senator Jackson 3. ______________________
4. stone mountain 4. ______________________
5. english 5. ______________________
6. pound 6. ______________________
7. foot 7. ______________________
8. inch 8. ______________________
9. captain jones 9. ______________________
10. professor hughes 10. ______________________
11. month 11. ______________________
12. governor graham 12. ______________________
13. january 13. ______________________
14. may (the month) 14. ______________________
15. building 15. ______________________
16. mister 16. ______________________
17. sergeant smith 17. ______________________
18. mayor adams 18. ______________________
19. judge bailey 19. ______________________
20. reverend walker 20. ______________________

EVALUATION ANSWER KEY

WRITING STANDARD I-30

EVALUATION I

1.
2. Ga.
3.
4. Mrs.
5. Dr.
6. Ave.
7. Jan.
8. Mon.
9.
10.
11.
12.
13. N.Y.
14.
15. Mr.
16.
17.
18. U.S.A.

EVALUATION II

1. Worth Ave.
2. FL.
3. VA.
4. Eng.
5. Madison St.

EVALUATION III

1. b
2. c
3. e
4. h
5. j

EVALUATION IV

1. k
2. m
3. p
4. q
5. s

EVALUATION V

1. Mar.
2. Tues.
3. Sen.
4. Mt.
5. Eng.
6. lb.
7. ft.
8. in.
9. Cap.
10. Prof.
11. mo.
12. Gov.
13. Jan.
14.
15. bldg.
16. Mr.
17. Sgt.
18.
19.
20. Rev.

I-31: Capitalize appropriate words in titles.

WRITING STANDARD I-31 – PREPARATORY SHEET 1
CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

TEACHER DIRECTED

EXPLANATION: **Titles of Short Works.**

Capitalize the first word and all important words in chapter titles, titles of stories, poems, titles of television programs and titles of songs.

Examples:

Chapter 5: The Revolutionary Period

Magazine Article: Surfing Can Be Dangerous

Short Story: The Monkey's Paw

Poem: In Flander's Field

Television Program: Little House on the Prairie

Song: Don't Fall in Love with a Dreamer

WRITING STANDARD I-31 – PREPARATORY SHEET 2

CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

TEACHER DIRECTED

EXPLANATION: **Titles of Long Works.**

Capitalize the first word and all important words in titles of books, newspapers, magazines, and movies.

Examples:

Book title: Stories of Champions

Newspaper: The Miami Herald

Magazine: National Geographic

Movie: King Kong

Note: Do not capitalize a little word such as a preposition, conjunction or article (**the, in, for, from, by, at, a or an**) unless it is the first or last word of the title.

WRITING STANDARD I-31 – ACTIVITY SHEET 1

CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Review this information.

Capitalize the first, last and all important words in the following titles.

Note: The words not considered important are prepositions, conjunctions and the articles a, an, and the. These words will be capitalized only when they are the first or last word of the title.

Student Directions: *Copy the following sentences on a separate sheet of paper and put capital letters where they belong.*

1. We were able to see so many more things on our vacation because we bought the book *visitors guide to london.*
2. I read the article, "a trip through johnny's brain," in the *reader's digest*, and then wrote a report entitled "how my brain works."
3. I read *murder on the orient express.*
4. You'll find lots of information on fishing in *field and stream.*
5. If you are interested in horses, I recommend the book *king of the wind.*

WRITING STANDARD I-31 – ACTIVITY SHEET 2
CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Copy the following titles. Capitalize them correctly.* **(30 capitals needed)**

1. the adventures of huckleberry finn **(book)**
2. the celebrated jumping frog of calavaras county **(story)**
3. little house on the prairie **(television show)**
4. snow white and the seven dwarfs **(movie)**
5. daffodils **(poem)**
6. national geographic **(magazine)**
7. do's and don't for surfers **(magazine article)**
8. the lady or the tiger **(story)**
9. the life of the pioneers **(story)**
10. dallas **(television show)**

WRITING STANDARD I-31 – ACTIVITY SHEET 3
CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Copy the following titles. Capitalize them correctly.* **(25 capitals needed)**

1. casey at the bat **(poem)**

2. the chicago tribune **(newspaper)**

3. the lord of the rings **(book and movie)**

4. the highwayman **(poem)**

5. building better models **(magazine article)**

6. the white shadow **(television show)**

7. america the beautiful **(song)**

8. the legend of sleepy hollow **(story)**

9. little women **(book)**

10. mash **(television show)**

WRITING STANDARD I-31 – ACTIVITY SHEET 4
CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Rewrite each sentence using proper capitalization.*

1. **Anyone would enjoy reading the** *call of the wild.*

2. **I read that in the** *saturday evening post.*

3. **We want to see Walt Disney's** *the living desert.*

4. **Find the latest information by using the** *reader's guide to periodical literature.*

5. **I enjoyed the poem,** *"paul revere's ride."*

6. **Jonathan Swift is the author of a** *tale of a tub.*

ACTIVITY ANSWER KEY

WRITING STANDARD I-31

ACTIVITY 1

1. We were able to see so many more things on our vacation because we bought the book *Visitors'Guide to London*.
2. We read the article, "A Trip through Johnny's Brain," in the Reader's Digest, and then wrote a report entitled "How My Brain Works."
3. I read *Murder on the Orient Express.*
4. You'll find lots of information on fishing in *Field and Stream*.
5. If you are interested in horses, I recommend the book *King of the Wind*.

ACTIVITY 2

1. *The Adventures of Huckleberry Finn*
2. "The Celebrated Jumping Frog of Calavaras County"
3. *Little House on the Prairie*
4. "Snow White and the Seven Dwarfs"
5. "Daffodils"
6. *National Geographic*
7. *Do's and Don'ts for Surfers*
8. "The Lady or the Tiger"
9. *The Life of the Pioneers*
10. *Dallas*

ACTIVITY 3

1. "Casey at the Bat"
2. *The Chicago Tribune*
3. *The Lord of the Rings*
4. "The Highwayman"
5. *Building Better Models*
6. *The White Shadow*
7. "America the Beautiful"
8. "The Legend of Sleepy Hollow"
9. *Little Women*
10. *Mash*

ACTIVITY 4

1. Anyone would enjoy reading *The Call of the Wild*.
2. I read that in the *Saturday Evening Post.*
3. We want to see Walt Disney's *The Living Desert.*
4. Find the lastest information by using the Reader's Guide to Periodical Literature.
5. I enjoyed the poem, "Paul Revere's Ride."
6. Jonathan Swift is the author of *A Tale of a Tub*.

WRITING STANDARD I-31 – EVALUATION I
CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Rewrite each sentence adding capitals where necessary.*
(20 words need capitals)

1. **The play *romeo and juliet* is a tragedy.**

2. **Aunt Mary, have you seen our copy of the Sunday *miami herald?***

3. **The book I am reading, the thirteen clocks, is very amusing.**

4. **The *saturday evening post* is a very popular magazine.**

5. **Read "a boy with a dog," if you are a dog lover.**

6. **I read the story "the monkey's paw."**

7. **I watch "little house on the prairie."**

8. **I believe you would like the book *kim.***

WRITING STANDARD I-31 – EVALUATION II

CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Use capital letter for the first and last word and every important word in these titles.*

1. a tale of two cities
2. the green hills of earth
3. battle hymn of the republic
4. how to tune a car
5. the war of the worlds
6. mickey mouse and his friends
7. popular mechanics
8. miami herald
9. palm beach post times
10. how the west was won
11. the great stone face
12. the trouble with angels
13. the sea wolf
14. jaws
15. the deep
16. my trip to the smokey mountains
17. how to decorate a house
18. myth, magic, and mystery
19. the major sword
20. i alone survived

WRITING STANDARD I-31 – EVALUATION III

CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *To the left of each number, put the letter of the item that is capitalized correctly.*

____ 1. a. Death in the Afternoon
b. Death In The Afternoon
c. Death in the afternoon

____ 2. a. how the West was won
b. How the West Was Won
c. How The West Was Won

____ 3. a. The Way We Were
b. The way we were
c. the Way we Were

____ 4. a. the sea wolf
b. The Sea Wolf
c. The Sea wolf

____ 5. a. the great stone face
b. The Great stone face
c. The Great Stone Face

WRITING STANDARD I-31 – EVALUATION IV

CAPITALIZE CORRECTLY – CAPITALIZE APPROPRIATE WORDS IN TITLES

Student Directions: *Put a capital letter above each letter that needs to be capitalized in the following titles.*

1. **Chapter title:** do i know how to write letters?
2. **Short story title:** the outcasts of poker flat
3. **Book title:** the prince and the pauper
4. **Newspaper title:** the miami herald
5. **Magazine title:** teen
6. **Article title:** make plans for a bright future
7. **Movie title:** the empire strikes back
8. **Television show title:** little house on the prairie
9. **Song title:** carry me back to old virginia
10. **Poem title:** the land of counterpane

EVALUATION ANSWER KEY

WRITING STANDARD I-31

EVALUATION I

1. The play Romeo and Juliet is a tragedy.
2. Aunt Mary, have you seen our copy of the Sunday Miami Herald?
3. The book I am reading, The Thirteen Clocks, is very amusing.
4. The Saturday Evening Post is a very popular magazine.
5. Read "A Boy with a Dog," if you are a dog lover.
6. I read the story "The Monkey's Paw."
7. I watch "Little House on the Prairie."
8. I believe you would like the book Kim.

EVALUATION II

1. A Tale of Two Cities
2. The Green Hills of Earth
3. Battle Hymn of the Republic
4. How to Tune a Car
5. The War of the Worlds
6. Mickey Mouse and His Friends
7. Popular Mechanics
8. Miami Herald
9. Palm Beach Post Times
10. How the West Was Won
11. The Great Stone Face
12. The Trouble with Angels
13. The Sea Wolf
14. Jaws
15. The Deep
16. My Trip to the Smokey Mountains
17. How to Decorate a House
18. Myth, Magic and Mystery
19. The Major Sword
20. I Alone Survived

Continued on next page

EVALUATION ANSWER KEY

WRITING STANDARD I-31 (continued)

EVALUATION III

1. a
2. b
3. a
4. b
5. c

EVALUATION IV

D I K H W L
1. do i know how to write letters?

T O P F
2. the outcasts of poker flat.

T P P
3. the prince and the pauper

T M H
4. the miami herald

T
5. teen

M P B F
6. make plans for a bright future

T E S B
7. the empire strikes back

L H P
8. little house on the prairie

C M B O V
9. carry me back to old virginia

T L C
10. the land of counterpane

WRITING STANDARD--J: The student will write legibly.

J-32: Proofread for legibility.

WRITING STANDARD J-32 – PREPARATORY SHEET 1
PROOFREAD FOR LEGIBILITY

TEACHER DIRECTED

EXPLANATION: WHAT IS PROOFREADING?

When a painter finishes painting a house, he walks around it to see if he missed any spots. After an automobile mechanic tunes up an engine he listens to it run to make sure that it is adjusted just right. He may even test drive it before giving it back to its owner.

When we write, before we turn a piece of work over to our teacher to read, we "TEST READ" it ourselves. When we "TEST READ", we are PROOFREADING. When we proofread, we check our spelling and our sentences for errors. It is very important to proofread. There are times when we won't know how to spell a word. If we proofread our work and check the dictionary for a spelling we aren't sure about, our papers will have less spelling errors. Sometimes we run together two sentences. If we proofread, we can catch this error and make two complete and properly punctuated sentences. Sometimes we write incomplete sentences.There may be missing subjects or verbs. If we proofread, we can correct these fragments and make more sense.

Have you ever asked yourself about these things before you turn in your work? It's a very good idea to get into the habit of proofreading. Let's think together of some things we should look for.

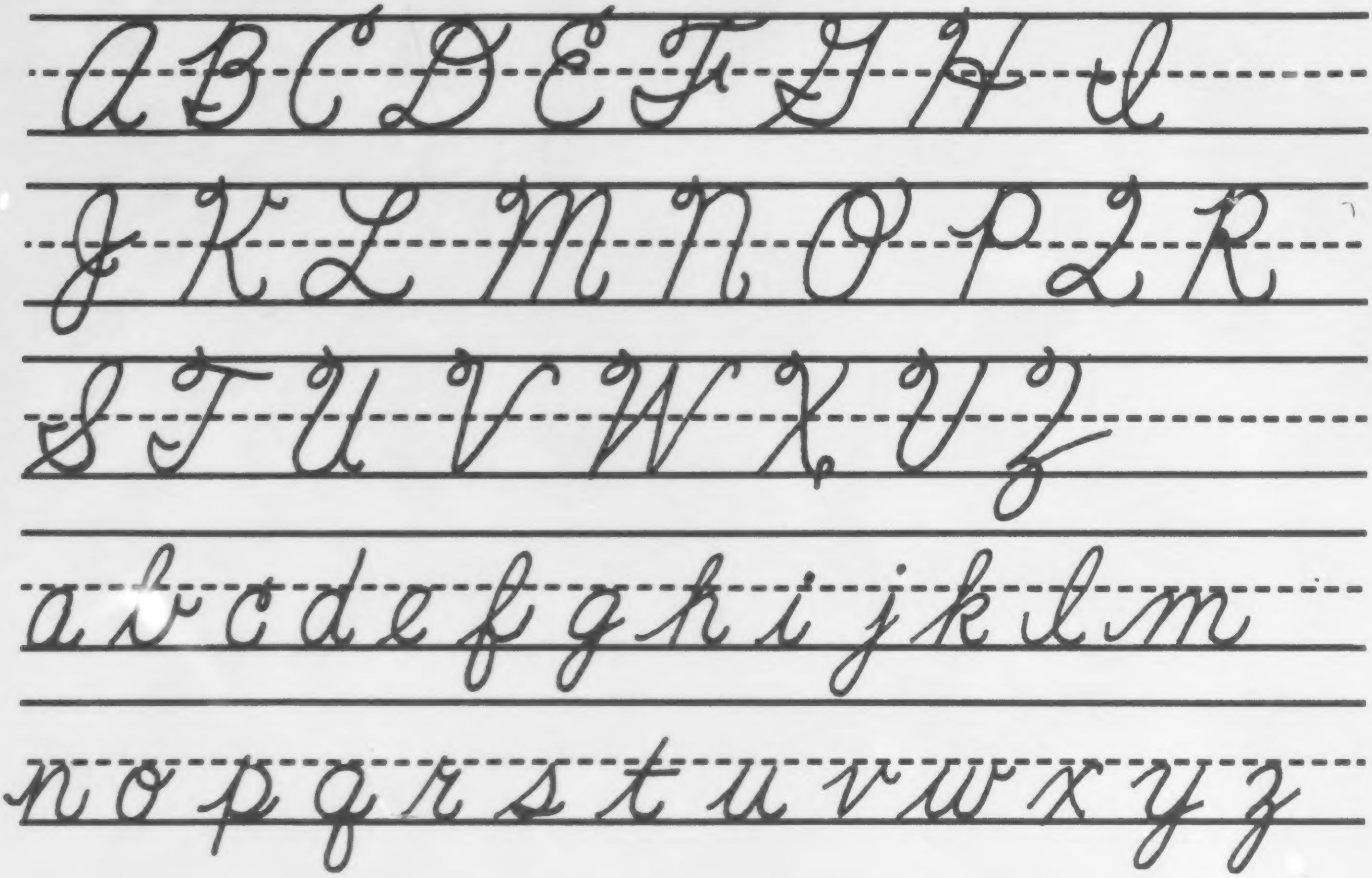
(WRITE ON BOARD)

1. misspelled words
2. run-together sentences
3. sentence fragments
4. forgetting to indent the first word of a paragraph
5. forgetting to end each sentence with a period
6. putting a comma where we should have put a period
7. forgetting to capitalize the first word in a sentence and proper nouns
8. incorrect subject-verb agreement
9. illegible cursive writing
10. incorrect margins

WRITING STANDARD J-32 – PREPARATORY SHEET 2

PROOFREAD FOR LEGIBILITY

TEACHER DIRECTED



Study the chart above and remember these helpful hints.

1. The smallest size letters are one space high.
2. The points of r and s go just above it. Make the t, p, d the same height. The loop letters fill three of the four spaces.
3. Tail letters go halfway to the next line.
4. Keep the same space between letters.
5. Make all your letters slant the same way.
6. Write on the base line. Do not write above or below it. Keep all your letters the correct size.

WRITING STANDARD J-32 – PREPARATORY SHEET 3
PROOFREAD FOR LEGIBILITY

TEACHER DIRECTED

PRACTICE

Let's look at how to proofread some of the errors we talked about:

A. **Spelling** – Do you ~~rember~~ remember that day in September?

B. **Run-together sentences** – We went to the store. ~~it~~ It was a long walk.

C. **Sentence Fragments** – I like. ~~It~~ it best with ice cream.

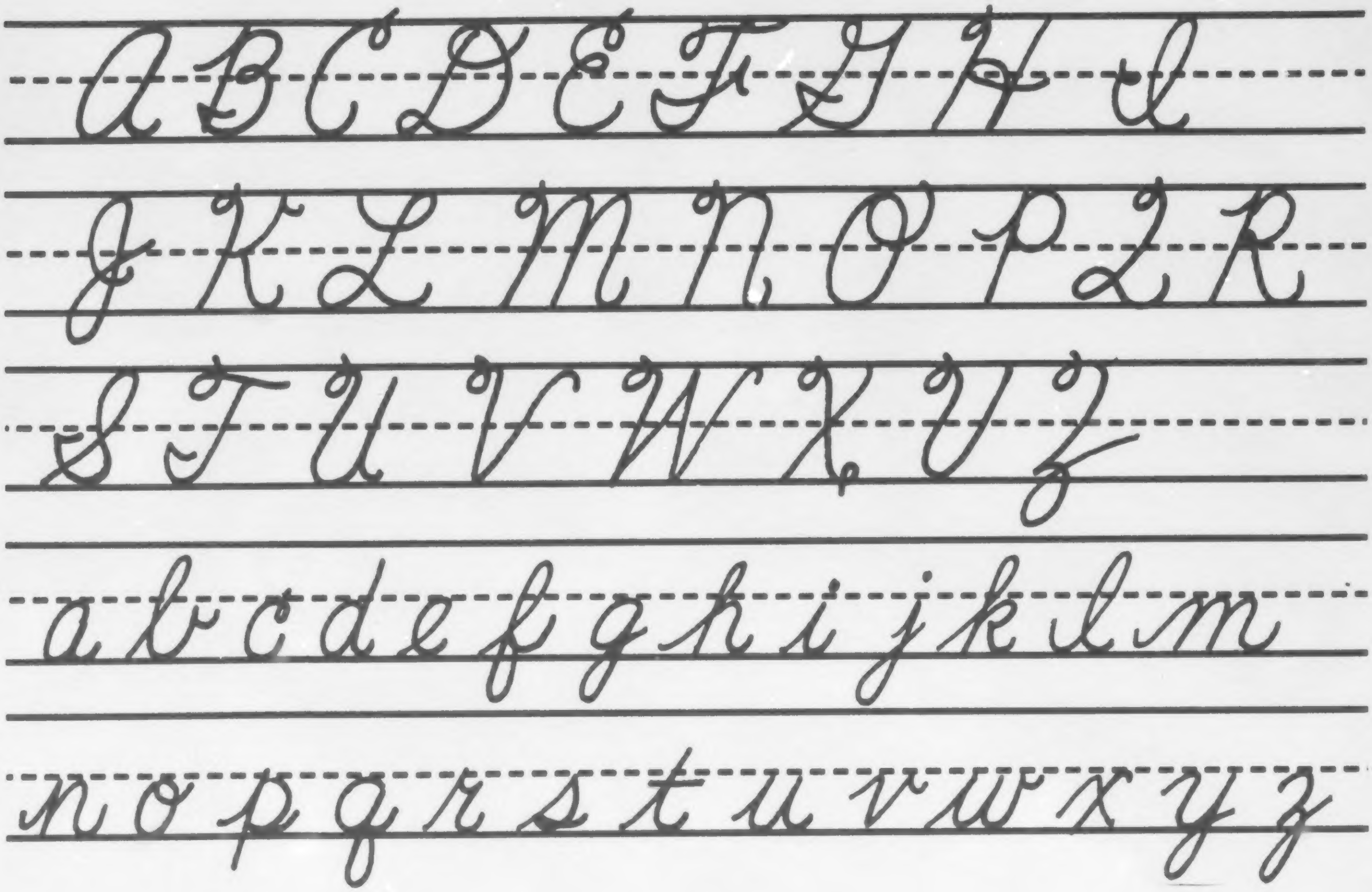
D. **Identing** – → It was a beautiful day. The sun was shining. The birds were singing. The breeze was blowing. What a gorgeous day!

E. **Period at end of sentence** – Joe went home sick today ⊙ He had a fever of 102°.

F. **Substituting comma for period** – Jane went to sleep early~~,~~ . She was tired.

G. **Capitalizing** – ~~she~~ She said she would see ~~bob~~ Bob today.

WRITING STANDARD J-32 – ACTIVITY SHEET 1
PROOFREAD FOR LEGIBILITY


A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z

Student Directions: *Using the chart above (in your best handwriting) write each letter ten times. Use a line for each letter. You will probably need two or three sheets of notebook paper for this practice.*

WRITING STANDARD J-32 – ACTIVITY SHEET 2
PROOFREAD FOR LEGIBILITY

Student Directions: *Below are ten sentences. Each sentence contains an error you might make when you write. Read each sentence. Look in parentheses at the end of each sentence for the type of error you are to look for. Write each sentence on a piece of notebook paper, correcting the error in each sentence.*

1. I no where to go for dinner tonight. **(spelling)**

2. Joan likes John John likes Mary. **(run-together sentence)**

3. Cherry pie is something. I like. **(sentence fragment)**

4. He was very sad She was sad, too. **(period needed)**

5. Sally is nice, Her sister is mean. **(comma put in place of a period)**

6. don't drink the water today. **(capital needed)**

7. Barbara told Jill all the latest news. **(capital needed)**

8. Will you bee home tonight? **(spelling)**

9. He could not go to the movies. Because he broke his leg. **(sentence fragment)**

10. Susan hates Tom Tom loves Susan. **(run-together sentence)**

WRITING STANDARD J-32 – ACTIVITY SHEET 3

PROOFREAD FOR LEGIBILITY

Student Directions: *Here are some quotations from newspapers. Each one has a mistake in it. Decide what makes each quotation funny. Then decide how to fix it. For each example, write the corrected quotation on your paper.*

1. **The baseball team is in a bad slump. They have played five games without being able to snore.**

2. **Mix the salt, pepper, and peas in a pot. Cover and let it boil for ten minutes. Then add the butler, and boil for five more minutes.**

3. **The young boy was angry as he entered the skating rink. "I wish I didn't have to bring my little bother with me," he said.**

4. **Before the family sat down to eat, the chains were arranged around the table.**

5. **The disc jockey introduced the pair. "Please welcome Mrs. Joan Schultz," he said," and her lonely daughter, Ann.**

WRITING STANDARD J-32 – ACTIVITY SHEET 4
PROOFREAD FOR LEGIBILITY

Student Directions: *Here are some quotations from newspapers. Each one has a mistake in it. Decide what makes each quotation funny. Then decide how to fix it. For each example, write the corrected quotation on your paper.*

1. **On a cloudless night, comics can be seen falling in the sky.**

2. **After the play, the sports announcer was still excited. He screamed, "I've never seen anyone tickle a quarterback the way that player can."**

3. **HELP WANTED: Would you lie to sell real estate? If so, contact us today!**

4. **He complained that his wife forced him to feed her pet car every night!**

5. **If you watch your pets carefully, no ham will come their way.**

ACTIVITY ANSWER KEY

WRITING STANDARD J-32

ACTIVITY 1

(Answers will vary.)

ACTIVITY 2

1. I know where to go for dinner tonight.
2. Joan likes John. John likes Mary.
3. Cherry pie is something I like.
4. He was very sad. She was sad, too.
5. Sally is nice. Her sister is mean.
6. Don't drink the water today.
7. Barbara told Jill all the latest news.
8. Will you be home tonight?
9. He could not go to the movies because he broke his leg.
10. Susan hates Tom. Tom loves Susan.

ACTIVITY 3

CHANGE:

1. snore to score
2. butler to butter
3. bother to brother
4. chains to chairs
5. lonely to lovely

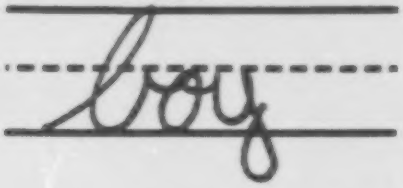
ACTIVITY 4

CHANGE:

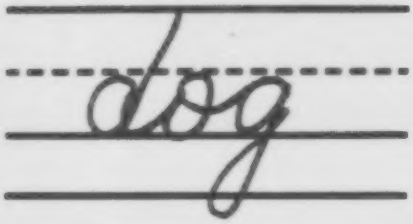
1. comics to comets
2. tickle to tackle
3. lie to like
4. car to cat
5. ham to harm

WRITING STANDARD J-32 – EVALUATION I
PROOFREAD FOR LEGIBILITY

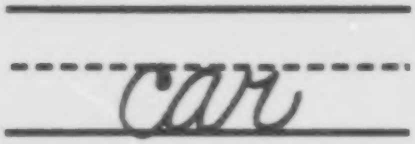
Student Directions: *Below are ten words. On a piece of notebook paper, write each of the ten words. After each, tell what is wrong with the word in terms of how it is written.*



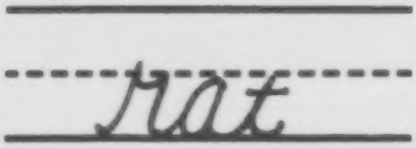
1. a. slanted incorrectly
   b. b not written correctly
   c. y on wrong line



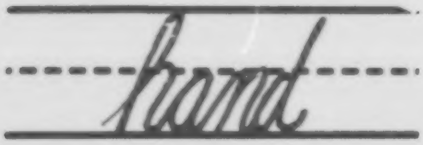
2. a. g too short
   b. o on wrong line
   c. d too long



3. a. a should be looped
   b. r should be slightly above line
   c. c should be above line



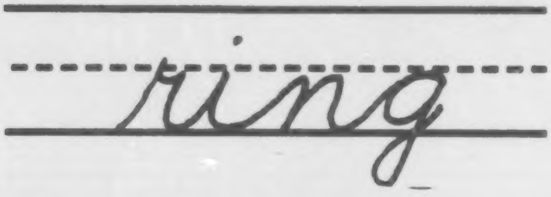
4. a. t should be extended to ¾ of line
   b. a should be looped
   c. r should be below line



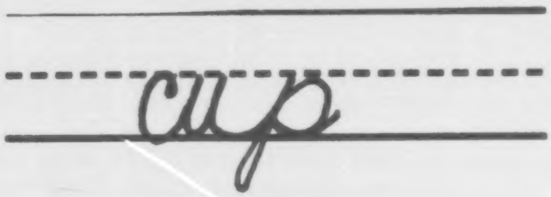
5. a. letters too far apart
   b. letters too short
   c. letters too close together

WRITING STANDARD J-32 – EVALUATION II
PROOFREAD FOR LEGIBILITY

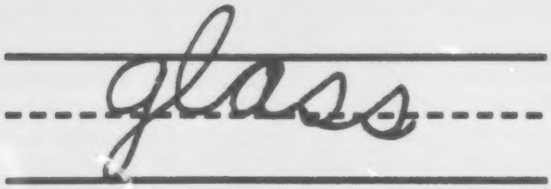
Student Directions: *Below are ten words. On a piece of notebook paper, write each of the ten words. After each word, write the letter of the answer that tells what is wrong with the word in terms of how it is written.*



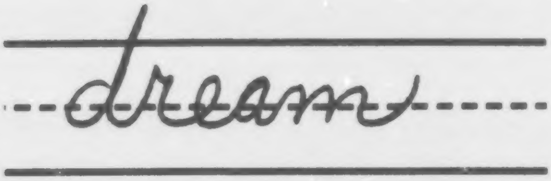
1. a. letters too short
   b. letters too far apart
   c. letters too close together



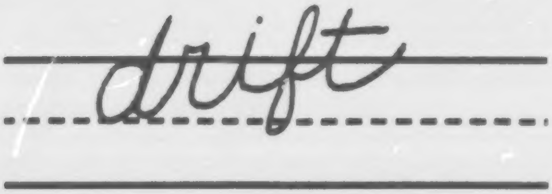
2. a. letters too far apart
   b. letters too close
   c. both



3. a. letters too close
   b. word falling below base line
   c. word started on wrong line



4. a. word written below base line
   b. word written above base line
   c. letters too short



5. a. word drifting above base line
   b. word started below base line
   c. letters too long

WRITING STANDARD J-32 – EVALUATION III

PROOFREAD FOR LEGIBILITY

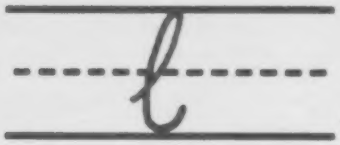
Student Directions: *On a sheet of notebook paper, rewrite the following paragraph properly.*

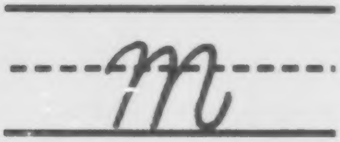
The potter's wheel was invented a very long time ago. No one Knows exactly where it was invented or by whom We do know that it was used by the Greeks, the Chinese, and people of other early civlizatioms.

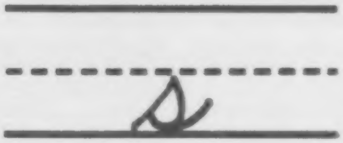
WRITING STANDARD J-32 – EVALUATION IV

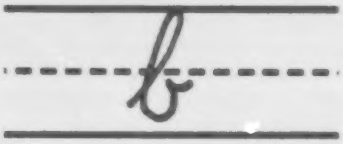
PROOFREAD FOR LEGIBILITY

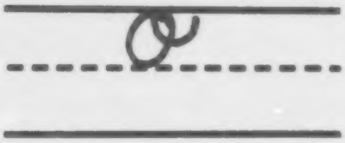
Student Directions: *Below are ten letters. After each letter write the number of the rule it does not follow and rewrite it correctly. Use the rules from Preparatory Sheet 1 for reference. Do all work on your own paper.*

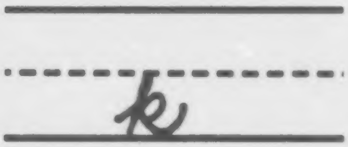

A.

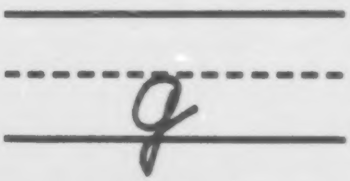

B.

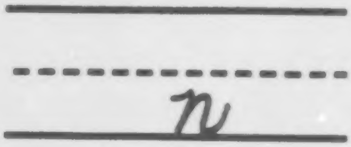

C.

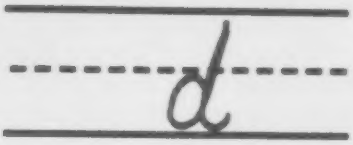

D.

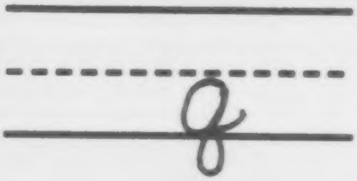

E.


F.


G.


H.


I.


J.

WRITING STANDARD J-32 – EVALUATION V

PROOFREAD FOR LEGIBILITY

Student Directions: *Rewrite this paragraph onto a piece of notebook paper taking care to form each word correctly.*

Clay may be bought in its plastic state, already mixed with water. Clay may also be bought as a dry powder, or clay flour. This is the most economical way to buy clay.

EVALUATION ANSWER KEY

WRITING STANDARD J-32

EVALUATION I

1. a
2. c
3. b
4. a
5. c

EVALUATION II

1. b
2. c
3. b
4. a
5. a

EVALUATION III

(Answers will vary.)

EVALUATION IV

A. 3
B. 1
C. 2
D. 6
E. 6

F. 3
G. 3
H. 1
I. 2
J. 3

EVALUATION V

(Answers will vary.)

J-33: Use proper format for indentations and margins.

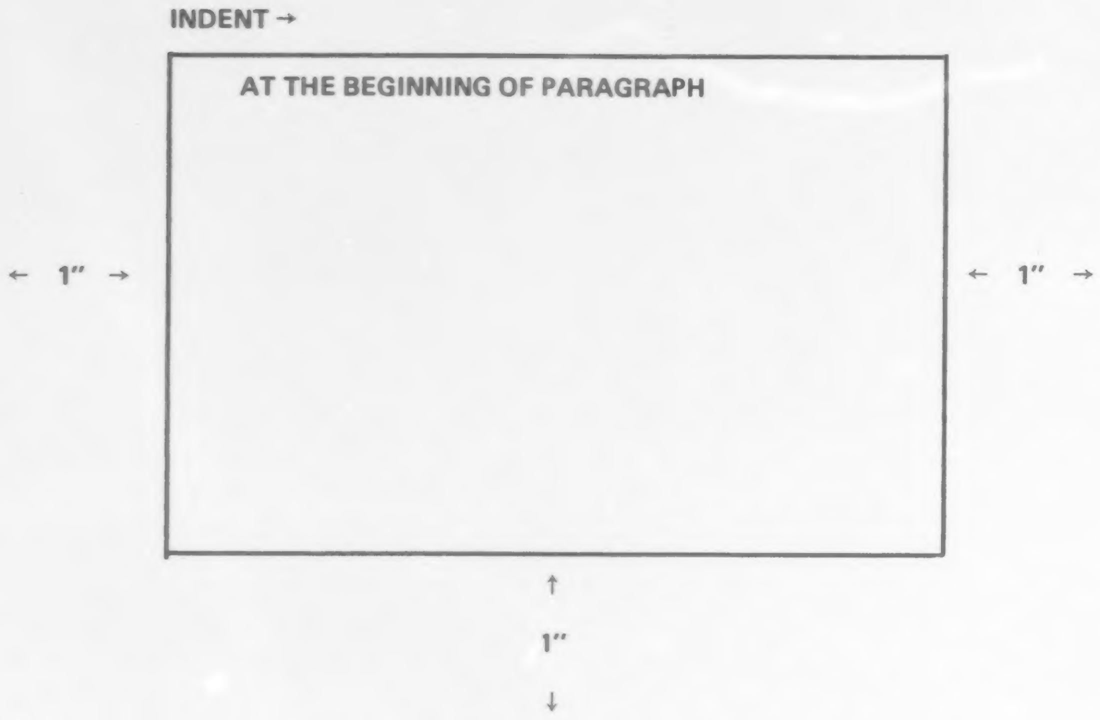
WRITING STANDARD J-33 – PREPARATORY SHEET 1
USE PROPER FORMAT FOR IDENTATIONS AND MARGINS

TEACHER DIRECTED

EXPLANATION

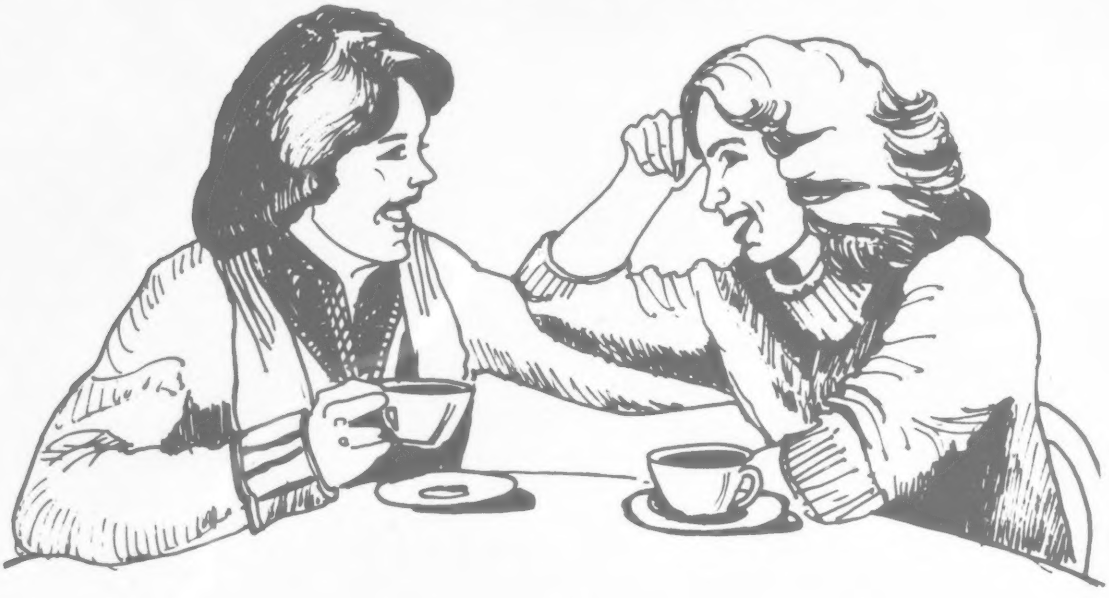
Student Directions: *Study the format below.*

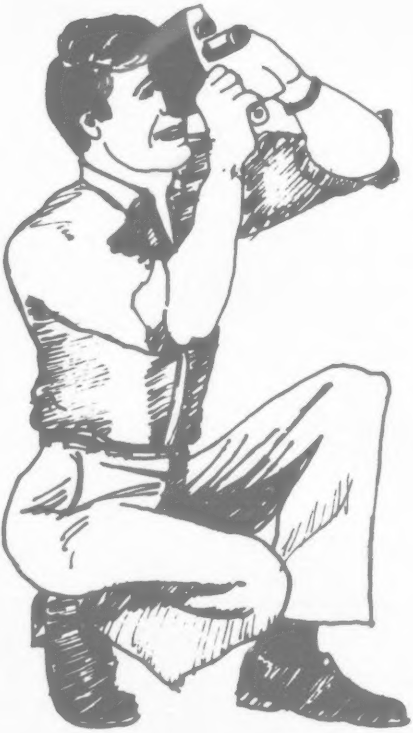
Rules for identations and margins.

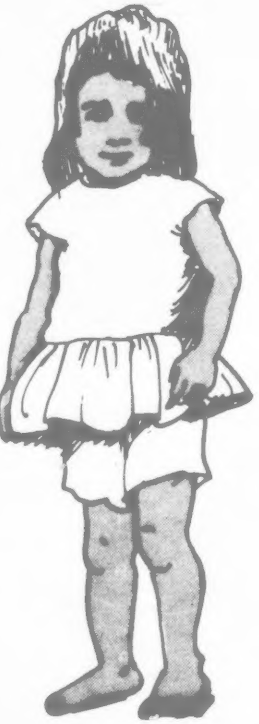

INDENT →
AT THE BEGINNING OF PARAGRAPH
← 1″ →
← 1″ →
↑
1″
↓

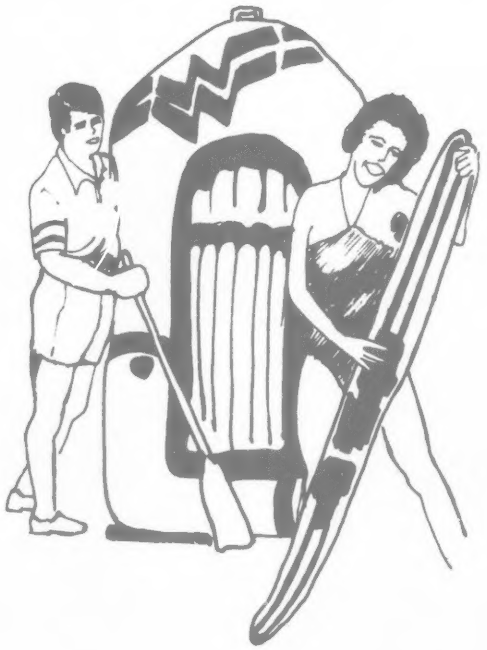
WRITING STANDARD J-33 – ACTIVITY SHEET 1
USE PROPER FORMAT FOR INDENTATIONS AND MARGINS

Student Directions: *Write a paragraph, using the proper margins and indentations, about some topic suggested by one of the pictures below. Make your paragraph at least five sentences, using your own paper.*





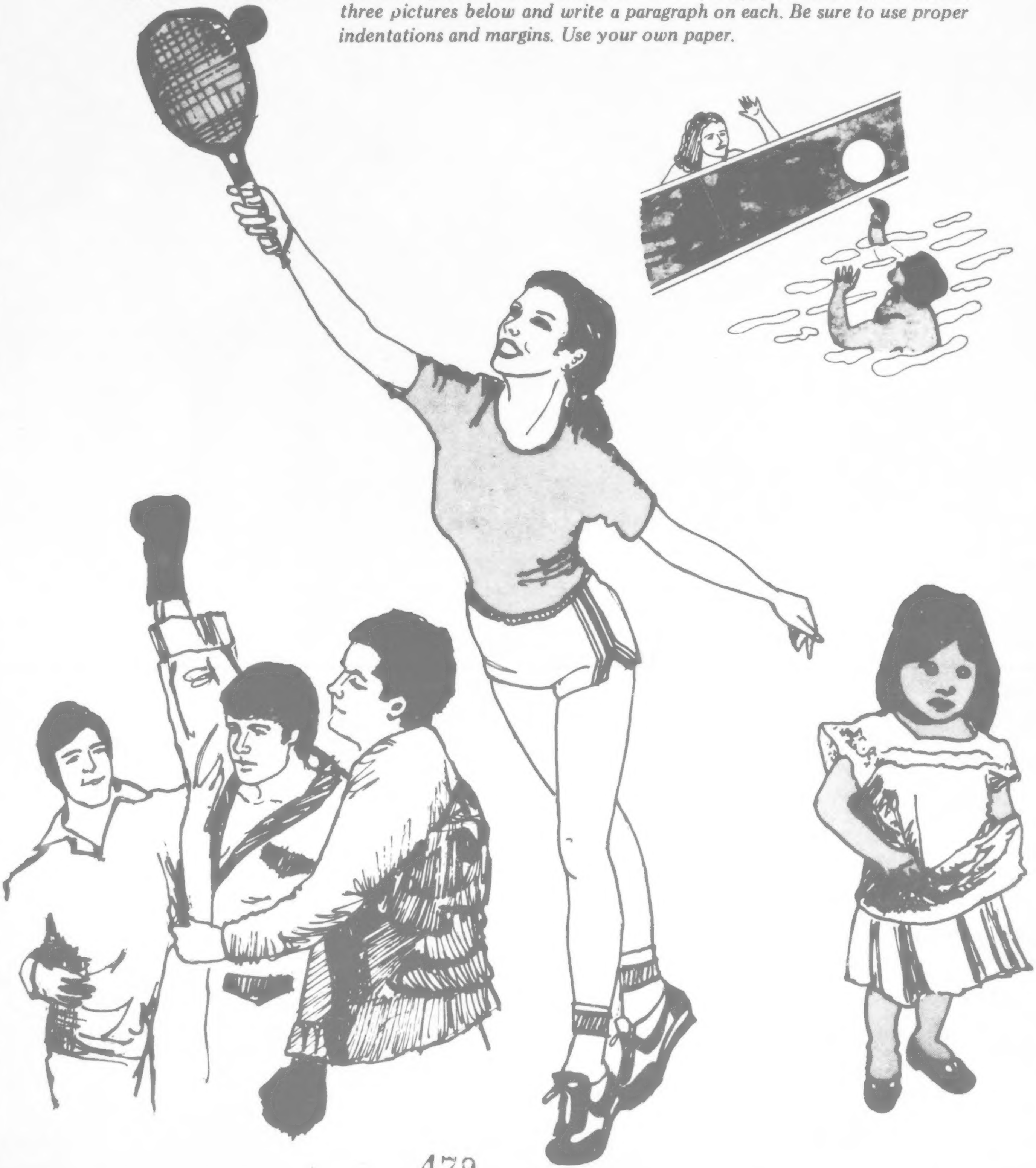




WRITING STANDARD J-33 – ACTIVITY SHEET 2

USE PROPER FORMAT FOR INDENTATIONS AND MARGINS

Student Directions: *Choose a picture below and write three paragraphs about it, or choose three pictures below and write a paragraph on each. Be sure to use proper indentations and margins. Use your own paper.*



ACTIVITY ANSWER KEY

WRITING STANDARD J-33

ACTIVITY 1

(Answers will vary.)

ACTIVITY 2

(Answers will vary.)

WRITING STANDARD J-33 – EVALUATION I

USE PROPER FORMAT FOR INDENTATIONS AND MARGINS

Student Directions: *Rewrite the following paragraph correctly placing the steps in proper order, leaving out statements that do not tell about the topic, and correcting the indentations and margins. Use your own paper.*

HOW TO WASH A DOG

Washing a dog can be an easy job if you follow these instructions. My dog
knows when he's going to get a bath, so he tries to hide. First, fill a tub
halfway with warm water. Be very careful to wash around his eyes and ears. Place a
smaller pan of fresh warm water nearby. Spread papers around the tub. Bob washes
his dog in the bathtub. Place the dog in the tub so he will not be scared.
Place the dog soap and an old towel on the floor so they can be easily
reached. Put just a little water on him until he gets used to it. Cats don't
like baths.

When he is wet all over, rub the soap over his fur, beginning
with his head. Dogs don't like soap in their eyes. Pour fresh water over
him until all the soap is removed. Soap his feet well. Lift him from the
tub onto the papers. Do not let him go outdoors until he is completely
dry. Rub him briskly with a towel.

WRITING STANDARD J-33 – EVALUATION II
USE PROPER FORMAT FOR INDENTATIONS AND MARGINS

Student Directions: *On a sheet of paper, rewrite the piece below, dividing it properly into four paragraphs with proper indentations and margins.*

Young Samuel Clemens lived in Hannival, Missouri. He lived near the Mississippi
River. Sam often went down to the river to watch the steamboats. He
wanted to be a steamboat pilot because a pilot travelled to far places. One
day Sam met Mr. Pixley. Mr. Pixley was a famous
riverboat pilot. Sam asked Mr. Pixley to teach him to run a steamboat
and to navigate the river. Mr. Pixley taught Sam many things. Sam made his
first trip. It was
exciting, but dangerous. Once Sam was frightened. He almost hit another boat.
Sam grew up and became
a writer. He wrote stories about his adventures as a boy on the Mississippi
River. He used the pen name Mark Twain
because it was a riverboat phrase.

EVALUATION ANSWER KEY

WRITING STANDARD J-33

EVALUATION I

(Teacher Check)

EVALUATION II

(Teacher Check)